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ABSTRACT

-This is the report of a 1975 survey study on the information needs of adults in the service area of the Eastern Shore Regional Library, conducted to provide data for improving public library services and for future library planning. A questionnaire containing 192 steps was used in interviewing a selected sample with fair demographic representation from eight counties. Data were collected and organized on the regional and the county level. This report contains 19 tables with regional data and 21 tables with both regional and individual county data, and each statistical table is accompanied by analytical notes. Also presented are findings at regional level as to the information needs for problem solving, general subject areas, education and entertainment activities; library use; and user/non-user profiles. The questionnaire is included in the appendix. Findings regarding specific counties are presented in separate documents. (SC)

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U.S. DEPARTMENT OF HEALTH,
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INFORMATION NEEDS

of the

PEOPLE OF THE EASTERN SHORE

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PREFACE

This study has been conducted with the active participation of representatives of the Eastern Shore Regional Library, the library systems of the counties served by the regional library and the Maryland State Department of Education.

We would like to thank these representatives for the valuable input they provided to the study's design and the analysis of data. Members of the Survey Committee were Mrs. Mary Harispe, Assistant Director, Eastern Shore Regional Library; Mrs. Fred Horsley, Jr., Director, Eastern Shore Regional Library; Charles Powers, Administrator, Queen Anne's County Library; and Mrs. Dan Ingersoll, Trustee of the Kent County Library.

We would particularly like to thank Mr. Ralph E. Gers, Jr., Specialist, Regional Services, Public Library Office, Division of Library Development and Services, Maryland State Department of Education. Drawing upon his extensive knowledge of the "state of the art" in library use and information needs studies, Mr. Gers made a significant contribution to the design of this study.

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SECTION I. THE STUDY CONTEXT

I.1 Introduction

The Public Library Association Task Force on Adult Services, in its preliminary draft of a position paper in February, 1973, included a statement that well synthesizes the goals of this study of the Information Needs of the People of the Eastern Shore. The statement said:

Information delivery can only be truly effective and complete when it serves the concerns of an individual through a process of understanding, interpreting and satisfying needs.

This study was undertaken to improve the capacity of the Eastern Shore Regional Library, and the eight county libraries it serves, to deliver the kinds and quantity of information needed and desired by the people of the Eastern Shore.

In recent years, librarians have given increasing attention to the concept of information needs. Research to elaborate and explore the theory that the library's function can best be defined in terms of the informational needs of its public has tended to concentrate on large urban systems, and on information needed to meet or solve specific problems or concerns of everyday life.

This study has had a different setting -- one comprising a

mixture of rural areas and relatively small communities -- and in addition, has adopted a broader approach to the concept of information. We have, in essence, accepted the PLA Task Force definition that "information" includes more than simple facts and data, that it also encompasses "ideas and the products of man's creative endeavors," and that people need access to cultural, educational and recreational materials as well as the more narrowly construed informational materials which have frequently been the sole concern of past research.

In order to develop effective and realistic plans for the future allocation of limited resources, the Eastern Shore Regional Library and the individual county library systems need a sound and detailed data base. To provide such a data base has been the ultimate goal of this project.

I.2 Study Objectives

The objectives of the survey, as postulated by the Eastern Shore Regional Library and its Survey Committee, were:

(1) to discover the information and entertainment needs of the adult population in the service area of the Eastern Shore Regional Library; and (2) to discover the people's perceptions of the effectiveness of the public library in meeting their needs, as well as their satisfaction with existing services and preferences for additional services.

In pursuing these objectives, the focus of the research was directed toward these functions of the public library:

- (1) . . . to help people to acquire information on which to base decisions contributing to a better quality of life;
- (2) . . . to help people to acquire a general background of knowledge;
- (3) . . . to help people to acquire information to fulfill formal education assignments or requirements (later broadened to encompass self educational information needs);
- (4) . . . to help people to be entertained in their leisure time.

I.3 Study Context: Geographic and Demographic

The geographic and demographic settings in which this study was conducted are likely to have had a profound effect on its results. The Eastern Shore is much different from an urban area, such as Baltimore, or the suburban communities of Prince Georges or Montgomery Counties. It is perhaps belaboring the obvious to conclude that the information needs and information seeking behavior of Eastern Shore residents will be different from those found in contrasting settings.

For many years, the Eastern Shore, because of sheer physical inaccessibility, remained somewhat isolated from the mainstream. In the past quarter century, many changes have come to the Shore, but vestiges of old parochialisms remain, and the demands of modern times have created economic stresses for institutions as well as individuals.

Extremes of poverty and wealth can be found in the region. The population distribution is characterized by a sizeable proportion of minority families (three out of every ten of whom are below

the poverty level). The black population of the region has become increasingly mobile and has probably continued the sizeable out-migration from the region that occurred between 1960 and 1970.

Overall, the region's population tends to be aging, under educated and earning less income than residents elsewhere in the state.

A detailed demographic analysis is both beyond the scope of this study, and hardly necessary for its primary audience of state, regional and county library personnel and trustees, and county commissioners, who are undoubtedly aware of the uniqueness of the Eastern Shore and its population.

Suffice it to say that demographic and socio-economic factors pertinent to the area helped to shape the design of the study and the analysis of results. Table RC1, in Section II, provides a distribution of county and regional population among various demographic variables.

I.4 Conceptual Context

While this study may indeed have broken new ground in the field of information needs research, the orientation of the project has been wholly pragmatic. That is, we have held fast to the ultimate goal of providing a useable body of data, a body of data that will serve as an effective planning tool for several years. We have not searched for support for any particular theoretical construct, nor used the study as a means to test pet hypotheses. It has been an empirical undertaking, tailored to meet the expressed needs of the regional library and the eight county systems.

Despite this pragmatic orientation, it would be incorrect to assume that the study design was developed in a conceptual vacuum. A lengthy essay on theory is excess baggage in a document intended primarily as a data resource bank, but a brief summary of the theorems which guided construction of the data collection instrument is appropriate:

- To enhance its capabilities to improve the quality of life in its service area, the public library must determine the information needs of its public.

- An information need exists whenever an individual must solve a problem or make a decision or judgement based on factual knowledge or expert opinion; when an individual wishes to acquire a general background of knowledge about any subject; when an individual needs supportive materials or knowledge to pursue formal or self educational goals; and when an individual desires knowledge or information relevant to the pursuit of a leisure time entertainment.

- Kinds of information needs and priorities among these needs will vary depending upon an individual's sex, age, education, role and other demographic characteristics.

- Which sources will be consulted for information, and the extent to which information needs will be met satisfactorily, depend in part on an individual's awareness of sources, and what kinds of information services they have available.

- Differences in information need perceptions and information seeking behavior between library users and non users must be documented, in order that the public library can develop effective

strategies to better meet the needs of both of these groups.

Library Use Definitions: A library user can be defined in a variety of ways, all of them based on arbitrary criteria. For this study, the contractor and the Survey Committee agreed on the following terms relating to library usage:

Library user: a person who has had contact with a public library at least once in the previous 12 months, either to seek information or entertainment, to obtain information or entertainment sources or materials, or to participate or observe a library sponsored program.

Library non user: a person who has had no contact with a public library at all, or since ending his/her formal education.

Library former user: a person who has had contact with a public library at some time since completing formal education, but not within the past 12 months; or if currently a student, has had contact, but not within past 12 months.

Type of library user, by frequency:

Rare: one or two occasions annually

Occasional: 3-11 occasions annually

Regular: about once a month

Frequent: more frequent than once a month

I.5. Study Scope

Target population for the study was defined as persons over 15 years and older in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester Counties.

Data was obtained by personal interview from a probability sample representative of this population.

The data collection instruments included a 20 page questionnaire,

a nine page answer booklet for each respondent and additional supplementary materials utilized by interviewers to enhance respondents' understanding of questioning procedures.

A total of 1,311 interviews were completed and processed for analysis.

Data was collected and organized on two levels: each county, treated as a separate sample, and the region as a whole. Thus, nine geographic entities were dealt with. Because of the extensive data elements and the number of geographic units covered, the quantity of data amassed in this study is formidable. More than 500 separate variables for each respondent were processed. A total of 130 statistical tables displaying the study's output were produced, and many of these are multi-variable tables (e.g., those cross tabulated with several demographic variables under the same table heading).

While it would have been possible, and logistically much simpler, to have culled from these tables extracts that emphasized the most unusual or most dramatic of the findings, such a presentation would have been inappropriate for the purposes for which this study was designed.

Each of the thousands of table cells (intersections of row and column headings) represents a "fact," a piece of data potentially important to the future planning activities of the library involved. For this reason, we deem it critical to include full table presentations in this report, not excerpts.

While subsequent sections of the report will analyse the findings and call attention to significant specific statistics and trends in

the data, only the library administrators and trustees can determine which of the thousands of "data facts" are needed to plan effectively for the allocation of future resources for their institution.

I.6 Organization of This Report and Its Use in Planning

Section II reviews the methodology employed in conducting the study. Section III discusses the findings, as they pertain to the region as a whole, and includes 19 tables with regional data only (designated with a number preceded by "R") and 21 tables with both regional and individual county data included (designated with a number preceded by "RC").

In order to facilitate the distribution of this study, Sections IV through XI, which present the findings relative to each of the eight counties, are bound separately. Each of these sections includes 11 tables applicable only to the specific county and, for convenience, also includes the 19 tables with both regional and county data (the RC tables) that are also presented in Section III. Each county section also includes an appendix, providing the "other" comments from the questionnaire administered in that county. A brief introduction to each of these county sections identifies the study and summarizes its overall direction and scope, so that a reader will be aware of the origins of the data. Thus, each of the county documents can be utilized independently as a planning data base by the county library system which receives it, without need to refer to the remaining sections of the report.

An executive summary, reviewing the key findings of the study, is also bound separately.

To make the most effective use of the data presented in this report, library administrators and trustees must view this body of information as a means, not an end in itself.

The planning process begins with the setting of clearly defined objectives. To do so imposes a burden on those engaged in the planning process to answer some hard questions relating to the library's desired role and function:

- To whom, among the public at large, are library programs and services to be directed -- all segments of the public equally, or should differential emphasis be given to improving services for present patrons or to broadening and increasing library patronage?
- What specifically are the library's responsibilities as an informational resource service agency?
- How much emphasis is to be placed on providing informational resources, and how much on coordinating access to its own and other informational resources in the community?
- How "activist" should the library be in channelling the public to appropriate sources of information about community services?
- How much of the library's resources should be devoted to strengthening interagency relationships, in order to improve the coordination of information services?

Once those responsible for a library's planning have worked out such questions, and developed a strategic set of long term goals, the planning process can begin in earnest. Study data can provide useful ^Ninput at each stage of the process. Here are brief references to some of the ways such information can contribute to various planning steps:

I. Determine Objectives:

Study Data: Identify needs of specific target groups; relative size of target groups; relative severity of unmet needs; priority of needs among target groups.

II. Determine Constraints:

Study Data: Reasons for non use of library in past for type of need; socio-economic status of target groups; extent of awareness of existing resources which could be utilized to meet objective.

III. Determine Criterion for Successful Accomplishment of Objectives

Study Data: Present usage rates of library by target groups, to be used as base line for future comparison.

IV. Enumerate Alternatives Available to Achieve Objectives:

Study Data: Priorities among needs; specific problems, subjects, entertainment activities of interest to target groups; interest in specific library programs, services or other resources.

V. Collect Pertinent Information on Alternatives:

Study Data: Numbers of persons likely to utilize alternatives, priorities, sources presently being utilized, source satisfaction.

VI. Select Best Alternatives:

Study Data: All of the factors utilized in earlier steps would be applied in the selection process.

VII. Develop Details to Implement Plan:

Study Data: Awareness of existing resources, reasons for present non use, likely media to attract target group (s) (from demographic profiles).

VIII. Evaluate Results:

Study Data: Comparison of utilization rates with usage rates shown in survey.

SECTION II. METHODOLOGY

II.1 Research Methodology

The basic parameters of this study were specified by representatives of the Eastern Shore Regional Library, the county libraries and the Division of Library Development and Services of the Maryland State Department of Education. They were articulated in the Request for Proposal developed by the Survey Committee.

To meet the basic objectives set by the RFP (recorded in Section I), Annapolis Research Corporation contracted to conduct structured personal interviews with a representative sampling of the population in the eight counties.

As in prior library research elsewhere, we considered the home as the only feasible setting in which to conduct a survey that would be representative of both library users and non users, and which would minimize bias, either favorable or unfavorable, toward the sponsoring institution. For the same reason, interviewers were carefully instructed not to identify library sponsorship unless asked directly, and no publicity in local news media was solicited.

The interviews were conducted during October and November, 1975.

II.2 Survey Instrument Design

In developing the research instrument for this study, general input was obtained from the Survey Committee during the design phase. Decisions regarding specific content and question format were made jointly by the project director and the representative of the Division of Library Development and Services.

The theoretical basis for the questionnaire content was reviewed in Section I. The particular approaches utilized to obtain the information needs data represented the usual compromises demanded in questionnaire construction between the ideal and the practical.

Specific Problem Data; Previous research on information needs had demonstrated that respondents had some difficulty distinguishing between an information need and a problem, and between obtaining needed information and problem solutions. This study makes the assumption that nearly all, or a large majority of the problems people experience in daily life require information or would be easier to solve with information -- when "information" is used in the broadest sense. Thus, the first obligation imposed on our survey questions in this area was to obtain a measure of problem importance to the individual.

Once a problem was identified as important, the subsequent question regarding sources focused on where the respondent tried to obtain "information to help you make a decision or solve your problem."

Fourteen broad categories of problems were postulated, based on prior research and a review of relevant literature.

Specific problem statements within each problem category were

arbitrarily limited to five in number, plus an "other" statement, since total data requirements of the survey were extensive, and an optimum time of no more than 45 minutes per interview had been established.

The statements were intended to describe typical problems that might be experienced by a significant number of persons, ranging across the full range of socio-economic groups in the population.

Instructions to respondents emphasized the time-specific orientation of these questions. The intent was to gather data about a representative sampling of problems experienced by the population within the few weeks prior to the survey. This point is discussed more thoroughly in Section III.1.

In the questioning about sources, respondents were asked to identify the most important, if they named more than one. This study did not explore the quantity of sources consulted for each problem, the manner in which sources were chosen or the criteria utilized in that selection.

General Subject Data: The major difficulty in designing a research methodology for this area lies in the myriad approaches that could be taken to develop a taxonomy of subject areas about which to collect data. The researcher is faced with no less weighty a question than: "How can the total sum of interests, knowledge, culture and physical phenomena known to man be reviewed in an efficient manner that will yield usable results?" If the list of subjects is drawn too broadly, many, if not most of the subjects will receive expressions of interest from large percentages of respondents. Moreover, an overly generalized list of subjects

will be of minimal usefulness for planning. Taking too narrow an approach could result in an unwieldy, lengthy list, difficult to administer, which would produce fragmented data, difficult to analyse.

The final list adopted for this study owes its inspiration primarily to the classification of human knowledge and affairs developed by the editors of Encyclopaedia Britannica in preparing their recently published 15th edition. The basic topic list underwent some expansion and re-wording during preliminary testing of the questionnaire items.

Three techniques were applied, in this area of questioning, to enhance the validity of the data obtained: (1) Respondents were shown a list of the 21 subject areas and allowed to look this over while the interviewer elicited his or her responses. This helped to provide a common frame of reference for all respondents, identified the range the data covered and made it easier for respondents to make distinctions between topic areas that might otherwise be likely to become blurred in an individual's perceptions, if only auditory stimuli were utilized. (2) Respondents were asked to indicate either no interest, a fair amount of interest or a strong interest in each subject. The response "fair amount" was included to provide a socially and psychologically acceptable "out" for respondents who might be embarrassed to admit no interest in certain subjects. The response "strong interest" was viewed as the only response likely to reflect genuine interest, and the results were tabulated accordingly. (3) After obtaining independent judgements about the extent of interest

in each subject area, the respondent was asked to provide a relative judgement by indicating the subjects he ranked first and second in interest.

Entertainment Activities Data: The activities in which people are engaged during their leisure time run the gamut from intellectual to physical, and from active participant to passive observer. It was determined that the primary objective in regard to this data area was to obtain a broad measure of relative interest in the various entertainment activities, without distinguishing between the possible levels of participation. Consequently, the questionnaire sought to elicit a positive response about each activity in which the respondent either participated or had a strong interest. Additionally, the respondent was asked to rank order the three activities of most importance to him or her.

Instrument Refinement: Several areas of the questionnaire (introduction, instructions to interviewers, questions relating to demographic characteristics and library use behavior) had been thoroughly tested, for format, wording, clarity, etc. by their use in prior large scale library needs studies. The questions relating to various information needs underwent a testing process that began with professional colleagues and proceeded through additional "test subjects" drawn from the general population. Final refinement of the questionnaire and answer booklet followed pre-testing of the total research instrument with another group of volunteer subjects from among the general population.

II.3 Sampling Plan

Several constraints structured the methodology utilized to select the sample for this study. It was desired that the sample be representative of each county, and that sample size be such that sampling error would be kept to a reasonable minimum in each county. A further goal was to limit the total number of interviews to the minimum required to make reliable inferences from the data, so that data collection costs would account for no more of the total study budget than was necessary. A minimum sample size of 160 per county (1,280 total interviews) was agreed upon.

A stratified, multi-stage, probability sample plan was developed and applied to each county separately. The first stage of the sample involved a selection of Minor Civil Divisions (County Districts). The second stage involved Enumeration Districts within the selected MCD's, then segments of housing units, household clusters, households and finally, individuals within households.

There are 84 MCD's in the region, with individual county MCD totals ranging from 7 to 18. As an initial approximation, a sample of about half of the MCD's in each county was projected.

The first step in the process was to select into the sample any MCD whose population (all computations were based on 1970 census data) was greater than, or approximated, the population which each selected MCD was calculated to represent (total county population divided by one-half the number of MCD's. For example, in Dorchester County, the initial projection called for 9 MCD's from the county's 18 to be included in the sample. Each selected MCD would represent 3,267 persons (total population of 29,405 divided by 9). District 7, which encompasses the city of Cambridge, had a population of 13,683, so

this district was immediately included in the sample. The population of the remaining 17 MCD's was 15,722. Since each Dorchester MCD was to represent 3,267 persons, this necessitated the selection of 5 additional MCD's into the sample (15,722 divided by 3,267).

To improve the representativeness of the remaining MCD's, a stratification process was employed. In each county, the MCD's not selected arbitrarily, on the basis of population size, were grouped into strata, the number of which varied from county to county. One or two MCD's (depending on county) were ultimately chosen from each stratum.

The variables utilized in this stratification process included total population count, number of households, average number of persons per household, sex distribution, race distribution, median age, percent under 18 years and percent over 65 years.

In applying this process, each stratum was made as homogeneous as possible, internally, while each stratum, in total, was made as different as possible from other strata. All of the remaining MCD's in each county were included in the set of strata, which were made approximately equal in size (in terms of total population).

Selection of MCD's from each strata was carried out, utilizing probability proportional to size, based on population counts. In the next procedure, the Enumeration Districts in each county were arrayed, with the number of household units in each ED listed and cumulated. A sampling interval was determined for each county by dividing total household units by the number of desired segments to be selected. Starting from a randomly selected number, the sampling interval was marked off against the cumulative household total, so

that segments were selected proportional to the size of each ED. Depending on the size of the county and the number of ED's in the county, most ED's in the selected MCD's provided one or two segments to the sample; a few accounted for three segments and two were large enough to produce four segments. The location of each segment was obtained with the use of detailed Census maps which defined the areas contained in the ED's. The maps were utilized to randomly select the determined number of segments in each ED. In rural areas, a segment consisted of a defined pattern of intersecting roads or a definable place where households were present, drawn in such a way that one segment was defined for about every 100 households in the ED. In the larger cities, segments within ED's were arbitrarily established at the same approximate ratio of households per segment.

Once segments had been selected, a cluster of 10 households was identified. Where city directories were available to provide street and apartment addresses (Salisbury, Cambridge, Easton), a geographic starting point within the segment was selected randomly and each "nth" household was identified for the sample. The interval varied depending upon the density of the area. In rural ED's, detailed highway maps and census maps were used as guides to the locations of residential development. A randomly selected geographic starting point was selected, and detailed directions were prepared to provide a route for the interviewer to follow. The interviewer was instructed to list and include in the sample the first 10 households located along the route specified.

The sample plan was designed to provide sufficient household

units to yield the target number of 160 interviews per county, after allowances for inappropriate addresses, vacant houses, changes in housing developments since the 1970 Census, "not at homes" and interview refusals.

In selecting an individual respondent within the household, a "quota" system was employed. Interviewers were instructed to seek a range of respondents of various ages and both sexes. Field coordinators were responsible for monitoring these selections in order to minimize the extent to which certain types of respondents might be disproportionately represented. In utilizing this approach, it is recognized that some disproportion will probably occur. As long as these are not too severe, weighting of survey data can provide a corrective factor.

As is the case with any study based on a sample of the population, some variation from true statistics (that a census of the total population would produce) is attributable to sampling variability. When samples are a simple random design, computation of sampling error is fairly simple. In the case of complex designs involving stratification, multiple stages and clustering, such as was employed in this study, the computation of errors of estimate is a complex undertaking. An example of this complexity is suggested by the fact that stratification has the effect of reducing sampling error, while clustering has the opposite effect, of increasing error. Generally speaking, for statistics produced by this study that apply to county or regional totals, the chances are 19 out of 20 that sampling error does not exceed 5 percent. For statistics that apply to subsets of the sample within each county, greater sampling

variability is assumed. The precise error of estimate would vary for every statistic. As a simple rule of thumb, the smaller the sample size in a given table cell, the greater the caution that should be applied in decision making utilizing such data.

II.4 Representativeness of Sample

The sample drawn for this study is a reasonable "fit" to an overall pattern of demographic variables available for comparison between survey data and 1970 Census figures. It was possible to compare the two sets of data in regard to all or some characteristics of seven variables: sex, race, age, occupation, educational attainment, income and number of pre-school children in household.

The comparison is, in effect, a review of the representativeness of eight separate samples, as well as of the total sample for the region as a whole.

As expected, the distribution of the sample by sex is disproportionate. Virtually all household surveys of this nature have disproportionately higher percentages of female respondents. Since this skewness is not overly severe, and there are only two characteristics (male, female) to be brought into balance, the problem can be treated very successfully by weighting the data, a procedure discussed in a later sub-section.

Taking into account the distributional patterns among the characteristics of the variables examined, and probable trends since 1970, a judgement was made regarding the representativeness of the sample for each variable and each geographic unit. The primary cri-

teria applied was based on approximate average discrepancies between percentage distribution of variable characteristics in the sample and known data from the 1970 Census. If the average discrepancy in percentage distribution was 0-3, the fit was judged excellent (E); 3-5 percentage points, good (G); 5-10 points, fair (F); 10-15 points, satisfactory (S); 15-20 points, acceptable (A); more than 20 points, poor (P). A summary of the judgements determined in this way show the following totals:

No. of Variables Whose Fit Was Judged:						
	<u>E</u>	<u>G</u>	<u>F</u>	<u>S</u>	<u>A</u>	<u>P</u>
Caroline	2	1	2	1	1	--
Dorchester	3	3	--	--	1	--
Kent	2	3	1	--	1	--
Queen Anne's	5	1	1	--	--	--
Somerset	1	2	4	--	--	--
Talbot	3	2	1	--	1	--
Wicomico	4	2	--	--	1	--
Worcester	2	2	1	1	1	--
Region	3	3	--	--	1	--
Totals	25	19	10	2	7	--

II.5 Weighting and Projection of Data

In essence, the sampling plan was successful in identifying households in each geographic unit that were representative in family composition and socio-economic strata. The quota approach to selecting individual respondents within the household, being a less precise method than other more costly alternatives, resulted in certain unbalances among demographic characteristics. Weighting

the data, so that individual responses are counted differentially, is a means of compensating and correcting for these imbalances.

The weighting procedure adopted for this study corrected for three demographic variables -- sex, race and age -- for each county separately. Thus, for each county, 20 unique weight factors were possible ($2 \times 2 \times 5$) if two sex, two race and five age classifications were all taken into account. In practice, it was not generally possible or advisable to use 20 factors. Because of limited numbers of respondents in certain sex, race, age "cells," it was necessary to "collapse" the cells into larger units. This was done by combining "adjacent" age categories within a given sex-race category, so that the resultant "combined" cell would still remain unique insofar as the sex and race variables were concerned. In other instances, the individual weight factors for adjacent age categories were so close together that utilizing a single common factor was an efficiency that "cost" nothing in lost precision.

Altogether a total of 92 weight factors were applied. In most counties, 12 or 13 factors were used. The need to combine certain cells for weighting purposes had only minor effects on the overall "fit" of the weighted sample to the census profile. Table RC1 presents the weighted sample distributions for a number of demographic variables. Distributions for sex, race and age can be compared with the 1970 Census distribution on those variables, as shown in Table RC2. The weighted sample, region-wide, differs from the census data by only six tenths of a percentage point in sex, nine-tenths of one percent in race, and an average of 1.9 percent in age distribution.

TABLE RC1. Percentage Distribution of Projected Population, Weighted Sample,
by Demographic Characteristics, Region and Counties Page 1 of 3

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
PROJECTED POPULATION:	14181	21051	11800	13294	13851	17741	39251	17481	148650
SEX:									
Male	53.0	43.0	49.1	50.1	47.5	45.0	46.0	45.1	46.8
Female	47.0	57.0	50.9	49.9	52.5	55.0	54.0	54.9	53.2
RACE:									
White	84.1	71.7	75.5	76.8	67.9	77.8	82.0	72.6	76.9
Black	15.9	28.3	24.5	23.2	32.1	22.2	18.0	27.4	23.1
AGE:									
15 - 17	9.8	2.3	4.7	2.9	4.7	6.0	6.4	1.2	4.8
18 - 24	14.6	16.9	11.0	16.5	14.4	12.6	17.6	20.5	16.0
25 - 44	26.5	29.4	33.9	32.2	30.5	27.9	37.9	27.3	31.6
45 - 64	34.1	34.0	26.0	33.0	29.5	29.3	22.8	34.3	29.4
65 and Over	15.5	17.4	24.3	15.3	20.8	24.2	15.3	16.7	18.0
OCCUPATION:									
Profess./Technical	6.1	8.6	8.2	5.3	6.7	7.4	8.4	10.2	7.8
Managers/Admins.	0.2	1.4	6.4	1.2	7.9	0.8	4.8	0.6	3.0
Sales/Service	5.6	9.1	7.1	6.5	1.9	9.8	4.0	2.9	5.7
Operatives	7.3	11.4	8.1	5.4	6.0	8.7	2.0	2.0	5.8
Laborers	4.2	4.5	11.7	14.6	14.9	5.5	3.9	2.9	6.7
Clerical	3.8	8.6	1.8	4.8	1.6	3.8	6.8	3.7	5.0
Craftsmen	11.9	7.9	1.1	12.3	3.6	2.7	8.8	5.0	7.1
Farm Related	3.1	2.2	6.8	5.4	---	1.0	0.8	9.3	3.1
Housewife	25.6	23.7	23.0	23.2	29.5	29.0	33.4	37.1	29.0
Retired	14.5	14.3	14.8	14.0	18.9	20.8	10.2	13.3	14.3
Military	---	0.7	---	---	0.7	---	---	---	0.2
Student	15.9	2.7	7.4	3.7	3.9	8.7	9.2	4.7	7.2
Unemployed	0.5	5.0	3.6	2.8	4.5	1.7	6.5	8.1	4.6

TABLE CONTINUES ON NEXT PAGE

TABLE RCL. Percentage Distribution of Projected Population, Weighted Sample,
by Demographic Characteristics, Region and Counties Page 2 of 3

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
EDUC. ATTAINMENT:									
Not Reported	0.2	2.1	---	---	0.8	---	3.9	---	1.4
9th Grade or Less	6.9	15.0	14.5	24.6	29.3	18.0	15.6	23.6	17.8
Some H.S., Not Grad	23.9	15.0	20.0	15.6	19.2	12.3	15.0	16.4	16.6
H.S. or G.E.D.	26.6	48.0	29.9	46.6	31.4	31.7	36.1	29.3	35.6
Comp. Some Col.	16.3	7.8	13.8	4.4	11.3	18.6	16.9	17.2	13.8
Col. Grad or +	8.3	7.9	19.4	8.4	6.4	14.6	11.4	9.9	10.7
Vocat.-Tech. Train.	17.7	4.1	2.4	0.4	1.6	4.8	1.2	3.6	4.0
INCOME:									
No Response	45.9	14.6	13.1	7.3	9.6	19.7	21.1	28.9	20.4
Less Than \$4,000	1.1	8.6	5.3	11.9	21.3	6.7	11.6	19.1	10.9
\$4,000-\$5,999	5.2	11.1	8.8	15.8	17.3	9.7	10.8	6.3	10.5
\$6,000-\$9,999	16.3	19.8	23.8	21.0	21.9	27.7	15.4	17.6	19.6
\$10,000-\$15,999	17.2	26.4	28.3	32.7	21.0	15.5	19.7	15.2	21.4
\$16,000 or More	14.3	19.6	20.7	11.2	9.0	20.7	21.3	12.8	17.2
SIZE OF HOUSEHOLD:									
One	8.6	8.0	7.9	5.4	8.3	14.3	12.5	6.6	9.6
Two	18.9	37.5	33.5	35.4	29.7	34.1	32.6	31.1	32.0
Three	12.2	15.4	23.7	21.0	20.5	18.6	17.6	22.3	18.5
Four	20.9	16.1	16.2	15.1	16.9	15.6	23.8	23.6	19.4
Five	24.1	11.7	13.7	11.7	13.7	8.6	7.2	6.6	11.2
Six or More	15.3	11.3	5.1	11.3	10.3	8.7	6.3	9.8	9.3
AGE DISTRIB. IN HH:									
No. of Pre-School:									
Zero	82.4	75.4	80.8	76.0	73.8	83.4	77.7	80.7	78.6
One	16.1	13.2	16.6	21.2	17.5	11.9	17.7	17.0	16.4
Two	1.5	10.5	2.6	1.5	6.5	4.8	4.2	1.1	4.3
Three or More	---	0.9	---	1.4	2.2	---	0.4	1.2	0.7

TABLE CONTINUES ON NEXT PAGE

TABLE RC1. Percentage Distribution of Projected Population, Weighted Sample,
by Demographic Characteristics, Region and Counties Page 3 of 3

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
<u>No. Child., 6-14:</u>									
Zero	49.8	72.5	69.5	64.2	72.2	68.7	73.7	70.6	68.8
One	28.0	13.4	20.1	25.6	10.9	18.7	16.6	17.4	18.2
Two	19.0	9.3	7.7	9.1	9.8	6.8	6.7	3.5	8.5
Three or More	3.3	4.8	2.8	1.1	7.1	5.8	2.9	8.6	4.4
<u>No. of Men, 15+:</u>									
Zero	10.0	6.1	10.2	6.0	13.9	16.8	9.8	10.1	10.2
One	43.1	75.6	69.2	64.2	65.2	62.1	67.8	55.6	63.8
Two	36.3	12.7	17.4	26.3	14.0	18.6	15.6	27.7	20.0
Three or More	10.6	5.6	3.4	3.5	6.9	2.5	6.8	6.6	6.0
<u>No. of Women, 15+:</u>									
Zero	2.3	5.6	2.4	3.6	3.1	4.2	6.6	2.0	4.3
One	62.3	69.4	70.8	74.4	72.5	77.4	73.4	72.7	71.9
Two	26.5	15.2	19.6	17.1	17.9	15.9	17.1	20.5	18.3
Three or More	8.9	9.9	7.2	4.8	6.6	2.5	2.9	4.8	5.5

TABLE RC2. Percentage Distribution of Adult Population in 1970
in Counties and Region, by Sex, Race and Age (Census Data)

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
SEX:									
Male	48.0	47.1	48.3	49.5	47.5	46.6	46.6	47.0	47.4
Female	52.0	52.8	51.6	50.5	52.5	53.4	53.4	53.0	52.6
RACE:									
White:	81.7	71.8	77.6	76.5	65.6	77.1	80.6	71.1	76.0
Black:	18.3	28.2	22.4	23.5	34.4	22.9	19.4	28.9	24.0
AGE:									
15 - 17	8.6	7.3	7.6	7.9	7.9	7.4	8.1	8.3	7.9
18 - 24	12.2	13.2	15.9	12.3	14.4	11.6	13.9	12.0	13.3
25 - 44	30.1	29.2	29.3	31.3	27.0	28.4	33.1	31.0	30.5
45 - 64	31.3	32.0	28.1	31.7	31.6	32.8	30.0	31.1	31.1
65 or older	17.9	18.1	17.9	16.5	19.0	19.6	14.6	17.4	17.2

Within the counties, only two have differences in sex distribution exceeding 2 percent, the largest difference being 5 percent in Caroline County. In race distribution, 2.4 percent is the widest divergence (Caroline County). In age, Wicomico County, at 5.6 percent average difference, is the only one to exceed 5 percent. Average differences in age distribution are less than 3 percent in five counties.

Of the 81 cells where comparisons can be made on these three variables, the weighted sample is within 1 percent of the census statistic in one-third of these comparisons, within 2 percent in over half of them and within 3 percent in two-thirds of the cases. The difference exceeds 5 percent in only 7.4 percent of the comparisons.

Data Projections: In the tables prepared for this study, whenever "counts" instead of, or in addition to, percentages were desired, it was agreed that the numbers presented would be projections of total population distributions, not simply raw sample or weighted sample counts.

These population projections were developed concurrently with the weighting procedure, so that each respondent's answers would be multiplied by a single factor. The effect of this multiplication was to weight the data in the proper sex-race-age proportion, while at the same time accounting for the different sampling intervals used in each county.

Determining the weight-projection factors was not a complex arithmetic procedure. For each county, an array was prepared so that the number of survey respondents in each sex-race-age category

could be compared with the number of persons in the population who fit the same pattern. By dividing the population total by the sample total, a multiplication factor is obtained. For example, in Queen Anne's County, 26 survey respondents were white females, age 45-64. In 1970, there were 1,666 white, females, 45-64 in Queen Anne's County. By multiplying each answer from the 26 respondents by 64.1 (1,666 divided by 26), the survey tabulations accurately reflect this group, in numbers that will approximate actual population distributions.

II.6 Field Activities

The organization for data collection was headed by the Project Director, a senior staff member of the corporation. Execution of field activities was administered by a Field Project Manager, an experienced special consultant to ARC who is an Eastern Shore native. Two teams, each consisting of a coordinator and an assistant, were employed to supervise the interviewing. One had responsibility for Caroline, Kent, Queen Anne's and Talbot Counties, the other for Dorchester, Somerset, Wicomico and Worcester Counties.

Local residents from each county were contracted to conduct the interviews. All interviewers received intensive training under the direction of ARC staff. The training sessions utilized special materials developed for the purpose of insuring the consistency and quality of survey field staffs.

Each household selected into the sample was assigned an identification number which identified the county, MCD, ED and

cluster to which it belonged. Coordinators were responsible for maintaining control of interviews and completed answer sheets, for insuring that interviewers spread their work time among day, early evening and weekend hours to ensure the inclusion of working persons, for checking interviewer accuracy and veracity, and for conducting a preliminary edit of completed answer sheets.

A minimum of three "callbacks" was specified, for homes at which no one was home. Of the total households selected for the sample, 9.6 percent were unassigned, 10.5 percent were not at home (after callbacks had been attempted), 10.2 preferred not to participate in the survey and 6.7 percent were incomplete or otherwise unsuccessful because of a variety of reasons, including vacant premises, improper addresses or interviews terminated before completion.

II.7 Analysis of Data

The analysis phase of the study involved a number of tasks. First, after reviewing and editing completed answer sheets, marginal and "other" comments recorded by interviewers were noted and tabulated.

The process of preparing the data for computer analysis began with the development of a coding plan for all of the data items to be tabulated. Coders were trained to insure they would interpret the data consistently when they engaged in the process of transposing the information from the answer sheets to coding sheets. The coding sheets provided a more easily read source for keypunch operators, insuring greater accuracy in the keypunching and verification process.

Each interview required eight 80-column computer cards to record the data from one respondent.

First step in the computer processing phase involved basic tabulations, consistency checks and editing of card listings to locate and correct clerical, coding or keypunch errors that had slipped through the prior editing process. In the analysis of the data, a widely used, academically developed software package, known as Statistical Package for the Social Sciences (SPSS), was utilized. This package provided programming to weight and project individual responses, and to produce the frequency counts and cross tabulations desired for the study's output.

Statistical techniques applied to the data included simple percentaging, computation of mean values (averaging) and construction of "composite" scores which involved the summing and averaging of differential weights applied to value responses. Details on how these scoring techniques were carried out are provided in the Findings sections of this report. In the discussion of tabular data, specific "Technical Notes" for applicable tables are included as part of the text discussion.

SECTION III. FINDINGS: REGION

Survey responses were developed into a total of 40 tables which yielded data on region-wide patterns of information need, information seeking and library use behavior. These tables fall naturally into six groupings, and these groupings provide the framework for the reporting of findings in this Section, as follows:

- III.1 Findings Relating to Information Needs: Specific Problems
- III.2 Findings Relating to Information Needs: General Subject Areas
- III.3 Findings Relating to Information Needs: Entertainment Activities
- III.4 Findings Relating to Information Needs: Education
- III.5 Findings Relating to the Comparison of Types of Information Needs
- III.6 Findings Relating to Library Use Behavior and User/Non User Profiles

A final sub-section provides a summary and overview of the regional data.

III.1 Findings Relating to Information Needs: Specific Problems

The largest body of data developed in this study relates to the information needs and information seeking behavior of the adult population with respect to specific problem solving and decision making. Tables R/RC 3 through 11 present the results of the

analyses conducted on these data. All of these 10 tables are based, directly or indirectly, on a series of 84 statements to which respondents were asked to respond, and related questions. The statements described problems, questions or concerns that people experience. They were grouped into 14 problem categories, such as Consumer Problems, Health Problems, Financial Problems, etc. Within each category, interviewers presented 5 specific problem statements, and a sixth, "other" statement, to allow respondents to identify other problems within the category not covered by the 5 prior statements.

In the preliminary instructions to respondents, interviewers established certain guidelines for responses to these statements which should be kept in mind while examining the data. First, respondents were asked to consider whether they had to solve these specific problems or whether they had an occasion to be especially concerned about the subjects of these statements in the recent past, defined as "within the last month or two." Specifically, a distinction was drawn between having a general, continuing interest or mild level of concern about a broad topic and a special concern or problem, as it might have related to a particular event or experience that actually happened to the respondent within the time frame of a few weeks prior to the interview. Thus, the problems reported by respondents in this study should be viewed as typical of the type and quantity of problems likely to be experienced by the population of the area at any given moment -- and not a cumulative total of all problems ever experienced by respondents in the past.

Respondents were asked to assign a value, from zero to four, to each of the statements as they were presented by the interviewer.

If the statement described a problem or concern that had not been applicable to the respondent, in the recent past, the correct response was "zero." The numbered responses represent varying degrees of importance to the respondent, with a "Four" answer appropriate for statements describing problems that had been of extreme importance.

For each statement to which the response was either "2", "3" or "4", an additional sequence of questions was triggered. The interviewer asked: "When you experienced that problem or concern, where did you try to obtain information to help you make a decision or solve your problem?" When the respondent was able to identify a source of information, he or she was then asked, "Did you consider this source of information to be extremely satisfactory, just satisfactory or to some degree unsatisfactory for that particular problem or question?"

After being presented with the 84 statements, the respondent was asked to review those which he or she had indicated were of most importance to him or her, and make a relative, comparative judgement of importance by ranking the three most important in order of importance. For the problems identified as the three most important, the respondent was asked, if the library had not been the source utilized for information, why he or she had not tried to get information assistance at the library.

III.1.1. Content of the "Problem Related" Tables

The 10 tables which present the problem related data display several perspectives of this facet of information need and its re-

lated information seeking behavior. TABLE RC3 reports the projected number of persons who would consider each of the 84 problems as being of more than minor importance to them. The problems that attracted the highest percentage of response from the population can be viewed, from one perspective, as the most significant. Two other ways of examining the "most important" problems are presented in TABLES RC4 and R5. Distinctions between these various ways of looking at the problem data will be explained below in the Technical Notes sub-section and in the discussion of the individual tables which follows.

TABLES R6 and R7 examine differences in response to problems among various demographic sub-sections of the population. The first of these tables presents the data grouped by the 14 problem categories, while R7 narrows the focus to demographic differences insofar as the 10 most important problems are concerned.

TABLES R8, RC8.A. and R9 deal with the sources consulted for information about how to solve problems. TABLE R8 indicates the number of projected population consulting various sources for information for the various categories of problems. TABLE RC8.A. reflects the extent to which the population was satisfied with their information seeking experience for all sources consulted for each of the problem categories. TABLE R9 provides a greater degree of specificity in presenting the projected population consulting specific sources for the 10 most important problems, and the extent of satisfaction obtained with those sources.

TABLES R10 and RC11 provide information on non use of the library as a source of information for problems, the former presenting the data in terms of problem categories, the latter dealing with the 10 most important problems.

III.1.2. Analyses of Problem Related Tables

TABLE RC3. TECHNICAL NOTES: Population projections are provided; totals for each problem category precede the projections for the specific problem within the category; percentages under each projection represent percentage of population, 15 and older, in each geographic area; percentages are not provided for problem category totals since the totals include multiple responses to the specific statements within each category. Category totals can be used as a means to assess the relative importance of the problem categories, in terms of total responses each category has attracted.

TABLE RC3. ANALYSIS: Economic problems were clearly dominant among the population in the Eastern Shore region. All of the six specific problems that drew a "2", "3" or "4" response from more than 10 percent of the adult population had some economic orientation (Product or Services Unavailable, Prices Too High, Pay Bills on Time, Budgeting, Unemployment and Car Maintenance/Mileage). The most "popular" problem, region-wide, was Prices Too High, cited by 15.3 percent of the population.

Among the next 16 most frequently cited problems (those for which the percentage of response ranged from 7 to 10 percent) five more had a consumer or other economic element (Business Rip Off, Merchant Unresponsive, Product Information, Job Skill Training and Governmental Economic Policies). Four others were in the Health category (Adjustment to Health Condition, Obtaining or Selecting Medical Services, Planning Nutritious and Reasonable Meals and Health Care Cost [both of the latter two also include strong economic aspects]).

The remaining seven problems attracting more than 5 percent

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
CONSUMER, Total	5902	14233	7596	7245	6648	5129	25048	14731	86532
Business Rip Off	339 2.4	1880 8.9	532 4.5	776 5.8	1046 7.5	761 4.3	5047 12.9	1800 10.3	12181 8.1
Merchant Unresponsive	500 3.5	256 1.2	1571 13.3	1083 8.2	550 4.0	632 3.6	4963 12.6	2044 11.7	11599 7.8
Product Information	656 4.6	2963 14.1	1585 13.4	1655 12.5	1432 10.3	411 2.3	3390 8.6	2567 14.7	14659 9.8
Prod./Srvs Unavail.	1778 9.7	2925 13.9	2878 24.4	2523 19.0	1617 11.7	2345 13.2	4830 12.3	2839 16.2	21335 14.3
Prices Too High	3029 21.4	5361 25.5	866 7.3	1057 7.9	1636 11.8	865 4.9	5170 13.2	4902 28.0	22886 15.3
Other Consumer Probs	--- 4.0	848 4.0	164 1.4	151 1.1	367 2.6	115 0.6	1648 4.2	579 3.3	3872 2.6
HEALTH, Total	4794	11725	7911	7424	5547	6805	12578	10823	67604
Obtn/Select Med Srvs	970 6.8	2597 12.3	1461 12.5	2048 15.4	1369 9.9	1435 8.1	2192 5.6	1066 6.1	13138 8.8
Health Care Cost	233 1.6	2326 11.1	1239 10.5	1406 10.6	1506 10.9	1561 8.2	2078 5.3	3021 17.3	13270 8.9
Plan Nutr/Reas Meals	2785 19.6	1806 8.6	1619 13.7	1141 8.6	1288 9.3	877 4.9	2739 7.0	1504 8.6	13759 9.2
Adj to Health Cond.	460 3.2	2635 12.5	1997 16.9	1718 12.9	878 6.3	1592 9.0	1958 5.0	2656 15.2	13894 9.3
Health Insurance	346 2.4	877 4.2	989 8.4	869 6.5	260 1.9	695 3.9	1663 4.2	1398 8.0	7097 4.7
Health Probs	--- 7.1	1484 7.1	606 5.1	242 1.8	246 1.8	745 4.2	1948 5.0	1178 6.7	6449 4.3

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
FAMILY, Total	3592	6029	4108	3534	2465	3421	7250	4458	34857
Family Conflict	546 3.9	2051 9.7	1043 8.8	664 5.0	719 5.2	599 3.4	1416 3.6	1493 8.5	8531 5.7
Obtn Sitter, Daycare	439 3.1	855 4.1	1019 8.6	873 6.6	642 4.6	947 5.3	1009 2.6	648 3.7	6432 4.3
Adj to Fam. Disrupt.	1591 11.2	1074 5.1	722 6.1	836 6.3	648 4.7	428 2.4	2446 6.2	1080 6.2	8825 5.9
Personal Improvement	454 3.2	1051 5.0	712 6.0	370 2.8	184 1.3	819 4.6	573 1.5	398 2.3	4561 3.0
Handicap. Child Needs	562 3.9	745 3.5	557 4.7	791 5.9	206 1.5	628 3.5	1145 2.9	656 3.8	5290 3.5
Other Family Problems	--- 1.2	253 1.2	55 0.5	--- 0.5	66 0.5	--- 0.5	661 1.7	183 1.0	1218 0.8
FINANCIAL, Total	4939	9879	5095	4752	4186	3466	13169	8417	53903
Obtn Loan, Credit	934 6.6	1633 7.8	1062 9.0	628 4.7	381 2.7	647 3.6	1915 4.9	965 5.5	8165 5.4
Pay Bills on Time	349 2.5	3022 14.4	798 6.8	917 6.9	2461 17.8	1024 5.8	4129 10.5	3099 17.7	15799 10.6
Cash for Basics	--- 4.8	1007 4.8	416 3.5	377 2.8	695 5.0	525 3.0	1875 4.8	871 5.0	5766 3.8
Investment Decision	502 3.5	1044 5.0	842 7.1	610 4.6	159 1.1	395 2.2	504 1.3	750 4.3	4806 3.2
Budgeting	3154 22.2	3173 15.1	1904 16.1	2035 15.3	490 3.5	875 4.9	4566 11.6	2212 12.7	18409 12.3
Financial Probs	--- 0.6	--- 0.6	73 0.6	185 1.4	--- 0.6	--- 0.6	180 0.5	520 3.2	958 0.6

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
EMPLOYMENT, Total	4602	9823	4406	4679	4576	3905	14401	5759	52151
Unemployment	967 6.8	1851 8.8	896 7.6	1634 12.3	2345 16.9	884 5.0	5736 14.6	2343 13.4	16656 11.2
Job Change	815 5.7	1771 8.4	714 6.1	499 3.8	488 3.5	1015 5.7	1967 5.0	603 3.4	7872 5.2
Job Benefit Comparison	612 4.3	1910 9.1	606 5.1	271 2.0	260 1.9	391 2.2	1177 3.0	754 4.3	5981 4.0
Job Skill Training	885 6.2	1636 7.8	1275 10.8	1474 11.1	558 4.0	1198 6.8	2995 7.6	1608 9.2	11629 7.8
Seek Temporary Job	1323 9.3	1796 8.5	851 7.2	559 4.2	658 4.8	370 2.1	1623 4.1	388 2.2	7568 5.0
Other Employment Probs	---	859 4.1	64 0.5	242 1.8	267 1.9	47 0.3	903 2.3	63 0.4	2445 1.6
EDUCATION, Total	2612	5525	2725	3303	1158	3287	4686	4034	27330
College Admission	722 5.1	102 0.5	555 4.7	653 4.9	88 0.6	394 2.2	416 1.1	719 4.1	3649 2.4
Schl Assgt Materials	532 3.8	585 2.8	232 2.0	106 0.8	28 0.2	710 4.0	504 1.3	475 2.7	3172 2.1
Obtn Voc-Tech Training	128 0.9	491 2.3	46 0.4	208 1.6	87 0.6	---	175 0.4	248 1.4	1383 0.9
Adult Educ Information	247 1.7	1082 5.1	361 3.1	227 1.7	28 0.2	114 0.6	180 0.5	817 4.7	3056 2.0
Assess Schl Quality	983 6.9	3265 15.5	1328 11.3	1851 13.9	871 6.3	1222 6.9	2763 7.0	1521 8.7	13804 9.2
Other Education Probs	---	---	203 1.7	258 1.9	56 0.4	847 4.8	648 1.7	254 1.5	2266 1.5

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
TRANSPORTATION, Total	4941	8970	5259	3522	2985	2646	10263	5804	44390
Means of Transport.	2258 15.9	2311 11.0	1061 9.0	886 6.7	1524 11.0	1252 7.1	3654 9.3	1843 10.5	14789 9.9
Car Maint./Mileage	1013 7.1	3930 18.7	2444 20.7	2087 15.7	972 7.0	760 4.3	4673 11.9	2848 16.3	18727 12.5
Auto Insurance	421 3.0	1091 5.2	377 3.2	455 3.4	118 0.9	--- ---	636 1.6	377 2.2	3475 2.3
Drvr Lic, Car Regis.	93 0.7	237 1.1	141 1.2	94 0.7	--- ---	--- ---	782 2.0	400 2.3	1747 1.1
Trans. Mode Choice	1156 8.2	822 3.9	1136 9.6	--- ---	312 2.3	634 3.6	157 0.4	141 0.8	4358 2.9
Other Transport. Probs	--- ---	579 2.8	100 0.8	--- ---	59 0.4	--- ---	361 0.9	195 1.1	1294 0.8
CRIME & SAFETY, Total	1562	2834	3652	2767	1389	2732	6311	3615	24862
Personal Safety	133 0.9	456 2.2	518 4.3	306 2.3	173 1.3	274 1.5	340 0.8	636 3.6	2836 1.9
Protect Property	522 3.7	1059 5.0	1320 1.1	897 6.7	623 4.5	1522 8.6	3419 8.7	1323 7.6	10685 7.1
Police Problems	--- ---	102 0.5	472 4.0	379 2.8	329 2.4	254 1.4	--- ---	499 2.9	2035 1.3
Drug Related Probs	521 3.7	598 2.8	664 5.6	1099 8.2	205 1.5	292 1.6	1455 3.7	974 5.6	5808 3.9
Shoplifting	386 2.7	84 0.4	317 2.6	86 0.6	59 0.4	79 0.4	461 1.1	63 0.4	1535 1.0
Other Safety Probs	--- ---	535 2.5	361 3.0	--- ---	--- ---	311 1.8	636 1.6	120 0.7	1963 1.3

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
HOUSING, HOME, Total	3512	10005	5840	4130	1945	4499	8453	3622	42006
Building Codes	208 1.5	852 4.0	377 3.1	207 1.5	56 0.4	1022 5.8	1181 3.0	495 2.8	4398 2.9
Home Sale, Purchase	205 1.4	1639 7.8	738 6.2	532 4.0	295 2.1	829 4.7	1016 2.5	135 0.8	5389 3.6
Home Furn. Decision	1144 8.1	1857 8.8	847 7.1	734 5.5	553 4.0	588 3.3	2094 5.3	724 4.1	8541 5.7
Do-It-Self Tasks	879 6.2	2243 10.7	1538 13.0	998 7.5	395 2.8	853 4.8	1283 3.2	802 4.6	8991 6.0
Contractor Decision	1076 7.6	2528 12.0	2036 17.2	1452 10.9	587 4.2	1207 6.8	1105 2.8	1300 7.4	11291 7.5
Other Housing Probs	---	886 4.2	304 2.5	207 1.5	59 0.4	---	1774 4.5	166 0.9	3396 2.3
NEIGHBORHOOD, Total	1851	9654	2734	4954	3213	4480	14478	4963	46327
Relations w/ Neighbors	143 1.0	1114 5.3	305 2.5	673 5.0	263 1.9	702 4.0	3097 7.8	210 1.2	6507 2.2
Neighborhood Children	167 1.2	1163 5.5	306 2.5	412 3.0	658 4.8	1153 6.5	1488 3.7	329 1.9	5676 3.8
Obtn Municipal Srvs	191 1.3	1443 6.9	386 3.2	913 6.8	322 2.3	390 2.2	1915 4.8	150 0.9	5710 3.8
Adequate Youth Rec.	340 2.4	2496 11.9	1068 9.0	1542 11.5	1086 7.8	814 4.6	4320 11.0	2264 13.0	13930 9.3
Neighborhood Pets	1010 7.1	2944 14.0	605 5.1	1414 10.6	659 4.8	1167 6.6	2520 5.4	1810 10.4	12129 8.1
Other Neighbor. Probs	---	494 2.3	64 0.5	---	225 1.6	254 1.4	1138 2.8	200 1.1	2375 1.5

TABLE RC3. Projected Population and Percent of Adult Population
Valuing Problems "2", "3" or "4", Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
DISCRIMINATION, Total	1150	2897	1417	549	1144	754	2603	2855	13369
Job Discrimination	317 2.2	738 3.5	470 3.9	242 1.8	691 5.0	83 0.5	448 1.1	1151 6.6	4140 2.7
Loan, Credit Discrim.	270 1.9	996 4.7	641 5.4	---	---	533 3.0	1283 3.2	508 2.9	4231 2.8
Housing Discrimination	---	177 0.8	---	---	59 0.4	91 0.5	180 0.4	508 2.9	1015 0.6
School Discrimination	176 1.2	315 1.5	---	1 0.0	---	---	355 0.9	---	847 0.5
Public Srvs Descri.	387 2.7	671 3.2	---	306 2.3	231 1.7	47 0.3	180 0.4	386 2.2	2208 1.4
Other Descri. Probs	---	---	306 2.5	---	163 1.2	---	157 0.3	302 1.7	928 0.6
LEGAL, Total	446	2878	452	1120	880	780	2580	2661	11797
Obtn Legal Services	125 0.9	1024 4.9	220 1.8	335 2.5	393 2.8	---	1 0.0	270 1.5	2368 1.5
Legal Documents	236 1.7	317 1.5	56 0.4	306 2.3	153 1.1	79 0.4	784 1.9	314 1.8	2245 1.5
Court Defense	85 0.6	84 0.4	45 0.3	129 0.9	28 0.2	57 0.3	175 0.4	63 0.4	666 0.4
Tax Law Compliance	---	549 2.6	1 0.0	222 1.6	104 0.7	508 2.9	362 0.9	761 4.4	2507 1.6
Law, Regs Information	---	500 2.4	65 0.5	64 0.4	202 1.5	79 0.4	920 2.3	1133 6.5	2963 1.9
Other Legal Probs	---	404 1.9	65 0.5	64 0.4	---	57 0.3	338 0.8	120 0.7	1048 0.7

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
GOVT ASSISTANCE, Total	1203	4563	2273	2788	991	2335	1633	3355	19141
Obtn Basic Assistance	394 2.8	1122 5.3	476 4.0	958 7.2	336 2.4	783 4.4	858 2.1	1032 5.9	5959 4.0
Obtn Unemploy. Comp.	196 1.4	734 3.5	559 4.7	876 6.2	367 2.7	126 0.7	170 0.4	1151 6.6	4139 2.7
Obtn SocSec/Medicare	430 3.0	1388 6.6	546 4.6	363 2.7	---	1172 6.6	---	602 3.4	4501 3.0
Obtn Vets' Benefits	183 1.3	513 2.4	306 2.5	303 2.2	104 0.7	---	---	570 3.3	1979 1.3
Govt. Program Srvs	---	590 2.8	144 1.2	121 0.9	87 0.6	254 1.4	605 1.5	---	1801 1.2
Other Govt Asst Probs	---	216 1.0	242 2.0	207 1.5	97 0.7	---	---	---	762 0.5
GOVT POLICIES, Total	4513	7139	4407	5086	2643	2882	9778	5378	41826
Candidate Info	1490 10.5	1926 9.2	534 4.5	1276 9.5	1025 7.4	873 4.9	3898 9.9	954 5.5	11976 8.0
Govt Economic Policy	1498 10.6	2968 14.1	1334 11.3	1613 12.1	725 5.2	324 1.8	1511 3.8	1411 8.1	11384 7.6
Info on Congressmen	1249 8.8	963 4.6	453 3.8	970 7.2	359 2.6	343 1.9	1214 3.0	887 5.1	6438 4.3
Local Govt Decision	133 0.9	1003 4.8	1025 8.6	706 5.3	446 3.2	184 1.0	990 2.5	1294 7.4	5781 3.8
Population Changes	---	80 0.4	134 1.1	208 1.5	88 0.6	184 1.0	1001 2.5	172 1.0	1867 1.2
Other Govt Pol. Probs	143 1.0	199 0.9	927 7.8	313 2.3	---	974 5.5	1164 2.9	660 3.8	4380 2.9
RESPONSES:	45619	106154	57875	55853	39770	47121	133231	80475	566098
PROJECTED POPULATION:	14181	21051	11800	13294	13851	17741	39251	17481	148650

of the population's concern varied. They included: Assessing School Quality, Means of Transportation, Protection of Property, Making a Decision About a Contractor for Services, Adequate Youth Recreation, Neighborhood Pets and Political Candidate Information.

Of the remaining 48 specific problems presented to respondents, 28 were cited as important by 3 percent or less of the population, 12 problems were mentioned by 3 to 5 percent and 8 problems attracted the attention of 5 to 7 percent of the citizenry.

Among problem categories, Consumer problems had the highest total number of responses, 86,532, followed by Health, with 67,604, Financial, 53,903, and Employment, 52,151. The fewest problems reported were for Legal, 11,797, and Discrimination, 13,369.

TABLE RC4. TECHNICAL NOTES: Ranking of 10 most important problems in each geographic area is based on "absolute" mean, i.e., a standardized score derived from the sum of all numerical responses to the statement divided by the total projected population; had a statement been valued as "4" by every respondent, the mean would have been 4.00; since each statement described a problem that was important only to a rather small percentage of the total population, and for those who did not cite the problem, a value of zero was averaged in, the absolute means are low, all falling under 1.00, and are reported to three decimal places. They provide a more reliable basis for comparison, nevertheless, than means based solely on those responses which judged the problems as having some importance -- because the latter could be based on a very small number of cases. These "means of actual responses," which we have termed "relative" means, are interesting as a measure of intensity, and they are presented in the third line for each entry in this table. The total number of respondents whose scores are included in each of these relative mean computations is presented in the fourth line for each table

TABLE RC4. Mean Value Scores and Ranking of Ten Most Important Problems,
Region and Counties

Page 1 of 4

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Business Rip Off Q. #9					.318 (10) 2.71 1624		.394 (5) 3.07 5047		
Merchant Unresponsive Q. #10			.489 (7) 3.51 1571				.415 (3) 3.28 4963	.402 (10) 3.25 2164	
Product Information Q. #11		.402 (7T) 2.79 3043		.407 (7) 2.35 2304	.363 (8) 3.23 1557			.453 (9) 2.69 2944	
Prod./Services Unavail. Q. #12	.363 (9) 2.67 1932	.438 (5) 2.70 3424	.895 (1) 3.15 3287	.664 (1) 2.85 3096	.340 (9) 2.57 1832	.433 (1) 2.98 2574	.383 (6) 2.73 5495	.535 (5) 2.90 3164	.472 (2) 2.83 24804
Prices Too High Q. #13	.887 (1) 2.46 5120	.697 (1) 2.51 5852			.459 (3) 3.02 2108		.429 (2) 2.67 6320	.862 (1) 2.77 5437	.511 (1) 2.68 28361
Obtn/Select Med Srvs. Q. #15		.439 (4) 3.56 2597	.495 (6) 3.92 1461	.498 (4) 3.04 2179	.419 (5) 3.30 1758	.322 (4) 2.81 2036			

TABLE CONTINUES ON NEXT PAGE

TABLE NOTE: For each problem, two means are presented. Line One is a mean based on total population (including those not responding to the problem [and whose response, therefore, is weighted zero]). Rankings in Line Two are based on this "absolute" mean. Line Three presents a "relative" mean, based only on the respondents who cited the problem. The number of these respondents in each case is presented in Line Four. See TECH. NOTE, P.44.

TABLE RC4. Mean Value Scores and Ranking of Ten Most Important Problems,
Region and Counties

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Health Care Cost Q. #16					.447 (4) 3.35 1845	.337 (3) 3.24 1841		.566 (3) 2.96 3346	
Plan Nutr.Reas.Meals Q. #17	.785 (3) 2.46 4271		.481 (8) 3.33 1674		.375 (6) 3.06 1701				.325 (10) 2.75 17559
Adjust to Health Cond. Q. #18		.424 (6) 3.20 2794	.664 (3) 3.77 2042	.419 (6) 2.64 2108		.347 (2) 3.06 2011		.543 (4) 3.57 2656	.340 (8) 3.38 14966
Adj to Fam. Disruption Q. #23	.438 (5) 3.62 1718								
Pay Bills on Time Q. #28		.402 (7T) 2.73 3102			.594 (2) 3.51 2652	.242 (10) 2.41 1783		.622 (2) 3.23 3369	.365 (6) 2.75 19771
Budgeting Q. #31	.802 (2) 3.06 3714	.398 (10) 2.25 3731	.558 (5) 3.32 1949	.514 (3) 2.39 2858			.358 (7) 3.07 4566		.397 (5) 2.75 21464

TABLE CONTINUES ON NEXT PAGE

TABLE NOTE: For each problem, two means are presented. Line One is a mean based on total population (including those not responding to the problem [and whose response, therefore, is weighted zero]). Rankings in Line Two are based on this "absolute" mean. Line Three presents a "relative" mean, based only on the respondents who cited the problem. The number of these respondents in each case is presented in Line Four. See TECH. NOTE, P.44.

TABLE RC4. Mean Value Scores and Ranking of Ten Most Important Problems,
Region and Counties

Page 3 of 4

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Unemployment Q. #33				.401 (8) 2.77 1928	.646 (1) 3.71 2411		.538 (1) 3.51 6016	.520 (6) 3.88 2343	.420 (4) 3.40 18360
Seek Temporary Job Q. #37	.353 (10) 3.55 1411								
Assess School Quality Q. #43		.449 (3) 2.70 3504		.397 (9) 2.52 2093		.261 (7) 2.48 1867			
Means of Transport. Q. #45	.531 (4) 2.40 3137	.401 (9) 3.54 2392			.367 (7) 3.34 1524	.264 (5) 2.22 2104	.328 (9) 3.27 3934		.351 (7) 2.96 17664
Car Maint., Mileage Q. #46	.429 (7) 1.50 4054	.575 (2) 2.83 4283	.760 (2) 3.42 2579	.543 (2) 2.96 2437			.344 (8) 2.80 4832	.505 (7) 3.10 2848	.424 (3) 2.63 23962
Protect Property Q. #52			.455 (9) 3.55 1485						

TABLE CONTINUES ON NEXT PAGE

TABLE NOTE: For each problem, two means are presented. Line One is a mean based on total Population (including those not responding to the problem [and whose response, therefore, is weighted zero]). Ranking in Line Two are based on the "absolute" mean. Line Three presents a "relative" mean, based only on the respondents who cited the problem. The number of these respondents in each case is presented in Line Four. SEE TECH. NOTE, P.44.

TABLE RC4. Mean Value Scores and Ranking of Ten Most Important Problems,
Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Contractor Decision Q. #61			.598 (4) 2.95 2350			.251 (8) 2.40 1852			
Neighborhood Children Q. #64						.244 (9) 3.08 1407			
Adequate Youth Rec. Q. #66				.436 (5) 3.05 1901		.410 (4) 3.59 4477	.463 (8) 2.78 2914		.339 (9) 3.12 16165
Neighborhood Pets Q. #67						.262 (6) 2.09 2222			
Candidate Info Q. #87	.394 (8) 2.82 1984						.323 (10) 2.50 5063		
Govt. Economic Policy Q. #88	.431 (6) 3.40 1800		.440 (10) 2.93 1741	.370 (10) 2.53 1947					

TABLE NOTE: For each problem, two means are presented. Line One is a mean based on total population (including those not responding to the problem [and whose response, therefore, is weighted zero]). Rankings in Line Two are based on this "absolute" mean. Line Three presents a "relative" mean, based only on the respondents who cited the problem. The number of these respondents in each case is presented in Line Four. See TECH. NOTE, P.44.

entry. In using this table, the absolute means should be compared to determine overall comparative importance of problems, while the relative means and the number of respondents offer a way to gauge whether the problem is a broadly based one of moderate severity or a more narrowly based one of greater acuteness to those reporting it.

TABLE RC4. ANALYSIS: Region-wide, the list of 10 most important problems by mean value is virtually identical to a ranking based on total "2", "3" and "4" mentions (TABLE RC3). The top three places on both lists are Prices too High, Products/Services Unavailable and Car Maintenance/Mileage. Unemployment has a higher mean value than Budgeting, a reversal of positions for these two problems from the "total mentions" table. Paying Bills on Time is the sixth most important problem and Means of Transportation is seventh on both lists.

Some minor differences emerge toward the bottom of the list. Adjusting to a Health Condition ranks eighth by mean value score, compared to tenth in total mentions. Planning Nutritious, Reasonable Meals is tenth in mean value rank, and a close twelfth in total mention ranking. Adequate Youth Recreation is ninth in importance by both criteria.

An examination of relative means suggests that Unemployment and Adjusting to a Health Condition, with relative means of 3.40 and 3.38, respectively, are problems which are felt more acutely than the other top ten. The only other problem with a relative mean above 3.00 was Adequate Youth Recreation, at 3.12. The other seven problems had relative means ranging within a rather narrow spectrum, from 2.63 to 2.96.

Only one problem -- Product/Services Unavailable -- made the top ten list, by absolute mean scores, in all eight counties.

TABLE RC5. TECHNICAL NOTES: Table data based on follow-up questions to the 84 problem statements, which asked respondents to rank order the three most important problems from among all of those which they had identified as having some degree of importance to them; the composite scores developed from this data represent perhaps the most reliable measure of relative importance among specific problems, since the scoring technique provides an equitable means to compare and rank problems that may be of intense concern to a relative^{ly} few number of persons, and problems that are less intensely felt, but more widespread among the population. A value of 3 was assigned to each statement identified as "Most Important," a value of 2 to each statement cited as "Second Most Important," and a value of 1 to each statement named "Third Most Important." Totals for each statement were divided by the population totals for each respective geographic area, in order to provide a standardized result that would serve as a measure of meaningful comparison of problem importance throughout the region.

TABLE RC5. ANALYSIS: The list of 10 most important problems, when based on these composite scores, differs somewhat from the mean value and total mentions lists, in order of importance and in the problems included on the list.

From the perspective of composite scores, Unemployment emerges as the most important problem in the region, and Adjustment to Health Condition is a close second. The latter problem ranked near the bottom of the 10 most important list when mean values and total mentions were the criteria. Prices Too High and Product/Services Unavailable, which ranked first and second by these previously discussed criteria, are third and fourth on the composite scores list. Obtaining and

TABLE RC5. Composite Scores and Ranking, Ten Most Important Problems,
Counties and Region*

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	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Business Rip Off Q. #9					.139 (7)		.174 (4)		
Merchant Unrespon. Q. #10							.180 (3)		
Product Information Q. #11					.135 (8)			.137 (9)	
Prod/Servs Unavail Q. #12			.125 (9)	.198 (4)		.237 (1)	.159 (5)	.229 (3)	.161 (4)
Prices Too High Q. #13	.442 (1)	.241 (3)			.163 (6)		.153 (6)	.234 (2)	.174 (3)
Obtn/Select Med Srv Q. #15	.146 (8)	.131 (10)	.160 (5)	.216 (2)	.186 (3)	.186 (2)			.141 (5)
Health Care Cost Q. #16			.189 (4)		.169 (5)	.143 (7)		.197 (4)	.114 (9)
Plan Nutr/Reas Meal Q. #17	.283 (2)				.180 (4)				
Adj to Health Cond Q. #18		.329 (1)	.289 (1)	.225 (1)		.179 (3)		.325 (1)	.188 (2)
Other Health Probs Q. #20			.119 (10)					.142 (8)	
Family Conflict Q. #21		.158 (6)							
Adj to Fam Disrupt Q. #23	.270 (3)						.135 (10)		

*SEE NOTE AT END OF TABLE

TABLE CONTINUES ON NEXT PAGE

TABLE RC5. Composite Scores and Ranking, Ten Most Important Problems
Counties and Region, Continued

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	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Handicap Child Needs Q. #25				.120 (9)					
Pay Bills on Time Q. #28		.162 (5)			.236 (2)			.170 (7)	
Budgeting Q. #31	.252 (4)	.215 (4)	.136 (8)						
Unemployment Q. #33			.147 (6)	.144 (5)	.309 (1)		.312 (1)	.186 (5)	.195 (1)
Job Change Q. #34						.124 (9)			
Job Skill Training Q. #36							.140 (9)		
Seeking Temp Job Q. #37	.211 (6)								
College Admission Q. #39	.190 (7)								
Assess Schl Quality Q. #43		.270 (2)		.107 (10)	.104 (10)	.153 (4)		.135 (10)	.139 (6)
Means of Transport Q. #45	.225 (5)	.136 (8)				.145 (6)			.110 (10)
Car Maint/Mileage Q. #46			.204 (3)	.211 (3)					.116 (8)
Protect Property Q. #52			.207 (2)				.150 (7)		

TABLE CONTINUES ON NEXT PAGE

TABLE RC5. Composite Scores and Ranking, Ten Most Important Problems,
Counties and Region, Continued

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	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Home Sale/Purchase Q. #58		.148 (7)							
Contractor Choice Q. #61	.133 (10)		.139 (7)	.135 (6)					
Neighborhood Kids Q. #64						.122 (10)			
Obtn Municipal Srvs Q. #65				.128 (7)					
Adequate Youth Rec Q. #66		.131 (9)		.123 (8)			.195 (2)	.174 (6)	.129 (7)
Obtn SocSec/Medicare Q. #83						.129 (8)			
Candidate Info Q. #87					.124 (9)		.148 (8)		
Govt Economic Pol Q. #88	.138 (9)								
Othr Govt Pol Probs Q. #92						.146 (5)			

TABLE NOTES: Composite Scores compiled by assigning score of 3 to each problem cited as "Most Important," 2 to those cited "Second Most Important" and 1 to those cited "Third Most Important. Problem totals were divided by county populations (regional totals by regional population) to provide standardized scores.

Selecting Medical Services, Assessing School Quality and Health Care Cost, the composite scores of which ranked these problems fifth, sixth and ninth, respectively, did not appear among the top 10 problems on Tables RC3 and RC4. Adequate Youth Recreation, Car Maintenance/Mileage and Means of Transportation filled the seventh, eighth and tenth ranks on the composite scores 10 Most Important Problems list.

Considerable variability in composite scores is noted within counties and between counties and the region. Region-wide composite scores are lower and fall within a narrower range than individual county scores, as a result of the significantly larger population bases upon ^h which regional scores were computed.

TABLE R6. TECHNICAL NOTES: Average per person computed by dividing total mentions by population. Percentages add to or near 100 percent for each variable included in the table, except in cases (e.g., Telephone Access) where a minimal number of unreported cases are not included in the table.

TABLE R6. ANALYSIS: Tables R6 and R7 provide the means of assessing the extent to which problem categories and the most important specific problems are concerns of the general population, or of special sub-sets within the population at large.

Among problem categories, those which tended to be cited by a broad spectrum of respondents, with percentage distributions for the most part corresponding relatively closely to general population distributions for these demographic variables -- were: Consumer, Health, Financial, Transportation and Home/Housing. Even within these categories, however, certain variables were distributed

TABLE R6. Percentage Distribution of "2", "3", or "4" Responses Among Problem Categories, by Demographic Characteristics, Region

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	CONSUM	HEALTH	FAMILY	FINANC	EMPLOY	SCHOOL	TRANSP	SAFETY	HOUSES	NEIGHB	DISCRI	LEGAL	GOVAST	GOVPOL	TOT/AVE
TOTAL MENTIONS:	67747	54617	33315	44961	40991	27383	43364	23599	37140	43808	12780	14250	17751	41828	503534 (35967)
Population: 148651															
Average Per Person:	0.46	0.37	0.22	0.30	0.28	0.18	0.29	0.16	0.25	0.29	0.09	0.10	0.12	0.28	0.24/3.39
SEX:															RCI DIST.
Male	50.4	41.3	48.1	45.5	52.5	42.1	49.8	53.1	43.6	39.2	56.6	37.8	47.6	53.0	47.2 / 46.8
Female	49.6	58.7	51.9	54.5	47.5	57.9	50.2	46.9	56.4	60.8	43.4	62.2	52.4	47.0	52.8 / 53.2
RACE:															
White	79.2	74.1	79.4	71.1	62.5	84.3	73.1	82.4	81.0	80.8	56.8	79.1	61.4	85.9	75.1 / 76.9
Black	20.8	25.9	20.6	28.9	37.5	15.7	26.9	17.6	19.0	19.2	43.2	20.9	38.6	14.1	24.9 / 23.1
AGE:															
15 - 17	3.6	1.3	5.6	5.3	13.2	10.6	6.2	5.8	1.9	5.2	2.9	3.5	4.4	1.6	5.1 / 4.8
18 - 24	18.2	16.5	22.0	18.1	28.3	13.7	16.0	20.5	12.5	17.9	29.5	17.3	19.6	13.3	18.8 / 16.0
25 - 44	36.9	33.5	33.3	39.6	39.2	51.0	36.0	31.5	37.1	39.9	44.7	30.2	30.2	39.1	37.3 / 31.6
45 - 64	28.3	29.1	27.9	26.3	17.3	23.6	26.1	30.6	27.8	23.2	14.2	35.7	27.6	33.4	26.5 / 29.4
65 & Over	13.0	19.6	11.2	10.6	2.0	1.0	15.7	11.6	20.6	13.8	8.7	13.2	18.2	12.6	12.3 / 18.0
EDUC. ATTAINMENT:															
Not Reported	2.3	2.4	1.8	0.8	1.1	0.6	0.1	0.0	1.4	0.6	1.4	0.0	0.3	0.9	1.0 / 1.4
9th Grade or Less	13.0	20.7	11.9	15.2	14.2	4.4	18.1	10.1	12.5	16.5	7.9	7.0	18.3	9.7	12.8 / 17.8
Some H.S., Not Grad	17.1	14.1	13.2	18.7	19.9	14.4	23.1	12.4	16.4	15.1	24.7	13.0	19.9	10.5	16.6 / 16.6
H.S. or G.E.D.	35.6	36.9	42.0	35.8	36.5	42.9	36.1	35.4	39.3	37.5	36.1	41.4	43.1	35.1	38.1 / 35.6
Comp. Some Col.	15.8	11.2	15.1	15.0	13.9	15.8	8.3	17.1	11.9	15.0	15.9	13.7	8.9	17.9	14.0 / 13.8
Col. Grad or +	12.5	11.4	10.9	7.4	10.3	16.1	9.9	20.9	13.2	10.6	10.6	19.3	4.9	19.4	12.7 / 10.7
Voc. - Tech. Train	3.5	3.4	5.0	7.0	4.2	5.8	4.4	4.1	5.3	4.8	3.5	5.6	4.6	6.5	4.8 / 4.0
INCOME:															
No Response	21.6	15.7	16.5	18.1	18.5	13.7	17.8	16.3	11.9	13.7	17.4	10.3	18.2	11.7	15.8 / 20.4
Less than \$4,000	6.9	11.1	5.9	11.3	10.5	2.5	11.3	2.6	5.7	8.5	7.6	6.5	9.2	3.9	7.4 / 10.9
\$4,000-\$5,999	9.1	13.1	9.3	11.0	12.4	5.7	16.1	9.7	10.9	11.6	17.7	8.1	12.3	6.7	11.0 / 10.5
\$6,000-\$9,999	20.0	23.7	23.4	20.8	20.8	19.1	19.8	15.2	19.9	16.4	19.8	20.0	27.1	15.7	20.1 / 19.6
\$10,000-\$15,999	25.4	23.5	29.4	25.9	22.6	34.7	22.0	28.0	25.9	30.4	18.3	35.0	22.2	30.7	26.7 / 21.4
\$16,000 or More	17.0	11.6	15.6	13.0	15.2	24.3	12.9	28.1	25.7	19.5	19.1	20.0	11.0	31.2	18.9 / 17.2

TABLE CONTINUES ON NEXT PAGE

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TABLE CONTINUES ON NEXT PAGE

TABLE R6. Percentage Distribution of "2", "3", or "4" Responses Among Problem Categories, by Demographic Characteristics, Region

	CONSUM	HEALTH	FAMILY	FINANC	EMPLOY	SCHOOL	TRANSP	SAFETY	HOUSES	NEIGHB	DISCRI	LEGAL	GOVAST	GOVPOL	TOT/AVE
AGE DISTRIB. IN HH:															
No. of Pre-School:															
Zero	76.8	74.2	69.6	72.3	74.6	66.1	75.9	81.5	74.0	72.2	77.5	70.2	76.8	78.6	74.3
One	16.1	19.5	23.1	21.0	18.0	23.5	17.0	14.6	20.9	19.9	17.3	15.3	17.3	14.8	18.5
Two	6.5	6.3	6.1	5.4	6.3	10.0	6.7	3.9	5.0	6.6	5.0	13.7	5.6	6.4	6.7
Three or More	0.5	0.1	1.2	1.2	1.1	0.4	0.3	0.0	0.1	1.3	0.2	0.8	0.4	0.4	0.6
No. Child., 6-14:															
Zero	65.6	66.1	59.9	59.9	57.2	44.7	66.0	65.5	64.6	63.0	62.6	62.2	60.4	63.5	61.5
One	19.3	19.0	24.5	22.3	23.1	32.4	19.7	31.0	17.3	18.8	22.9	18.5	26.3	21.7	21.9
Two	9.6	9.2	10.0	12.2	11.4	14.8	9.2	9.3	13.0	11.2	7.2	12.6	6.6	8.6	10.4
Three or More	5.4	5.8	5.6	5.0	8.2	8.2	5.0	4.2	5.2	7.1	7.3	6.7	6.6	6.2	6.2
No. of Men, 15+:															
Zero	6.4	8.7	8.7	8.0	6.9	1.5	9.6	3.7	6.7	9.8	8.7	7.3	8.8	4.7	7.1
One	63.7	68.7	60.7	60.2	54.5	65.1	62.8	60.6	68.8	63.9	55.9	58.5	59.9	64.9	62.0
Two	22.2	18.0	25.0	26.3	31.8	29.3	23.8	26.2	18.5	20.8	26.8	25.7	22.1	23.7	24.3
Three or More	7.8	4.6	5.5	5.5	6.6	4.1	3.9	9.4	5.9	5.4	8.6	8.6	9.1	6.5	6.6
No. of Women, 15+:															
Zero	5.6	4.0	4.3	1.7	2.7	0.0	1.9	4.2	1.3	2.5	4.1	0.0	4.0	5.2	3.0
One	68.7	72.2	65.2	69.4	68.0	65.3	70.7	62.3	81.3	70.0	64.9	71.8	69.0	68.6	69.2
Two	19.4	17.2	22.9	20.4	21.3	23.1	20.0	23.1	12.4	20.6	25.3	19.4	13.6	21.3	20.0
Three or More	6.3	6.5	7.6	8.5	7.9	11.7	7.5	9.4	5.0	6.9	5.7	8.8	13.3	4.1	7.8
LIBRARY USE:															
Within Last Year	26.8	20.8	26.9	21.1	25.8	26.8	22.9	24.4	20.9	27.6	21.1	32.4	20.4	24.1	24.4
Within Last Month	15.0	15.1	17.0	15.3	18.0	21.2	16.3	20.2	18.7	18.3	14.6	13.9	8.9	20.0	16.6
Within Last Week	11.3	8.9	8.4	10.4	13.5	21.8	9.9	9.5	9.8	11.9	11.0	15.9	9.0	12.8	11.7
Former/Non Users	46.9	55.2	47.7	53.2	42.7	30.2	50.8	45.9	50.6	42.2	53.3	37.8	61.7	43.1	47.2
TELEPHONE ACCESS:															
Yes	96.6	93.7	95.3	93.9	92.2	98.5	95.0	98.2	98.0	95.3	90.9	90.6	91.4	98.5	95.3
No	3.1	5.7	3.6	5.7	7.4	1.2	4.5	1.6	1.4	3.7	7.7	2.3	7.6	0.4	4.7

disproportionately, in comparison with their general population distribution. Health problems, for example, are more likely to be a concern of women, from families in the middle income ranges, and those with health problems are more likely to be library non users.

The problem categories which varied most from "normal" population distributions included: Employment, Schools/Education, Neighborhood, Discrimination, Legal, Governmental Assistance and Governmental Policies.

As an illustration, let us examine the pattern of responses for School/Education problems:

57.9 percent of those citing this category of problem were women -- only 53.2 percent of the weighted sample were female;

84.3 percent were White, compared to 76.9 percent in the sample;

51.0 percent were between ages 25 and 44 -- sample: 31.6 percent;

80.6 percent completed high school or additional education -- sample: 64.1 percent; (figures are sums of several percentages)

59.0 percent had incomes over \$10,000 -- sample: 38.6 percent;

30.4 percent were in either professional/technical, managerial/administrative or clerical occupations -- sample: 15.8 percent;

65.8 percent were from households with four or more persons -- sample: 39.9

33.9 percent had one or more pre-school children in the household -- sample: 21.4 percent;

55.4 percent had one or more children between 6 and 14 -- sample: 31.1 percent;

33.4 percent were from households with more than one male above 15 years old and 34.8 percent were from households with more than one

female above 15 years old -- sample: 26.0 percent and 23.8 percent, respectively; and

69.8 percent were library users -- sample: 44.8 percent. (See: RC 31)

Similar "profiles" can be developed for other groups who share concerns for particular problem categories.

Table R6 can also be utilized from another perspective. The librarian/planner can focus on particular population target groups to determine the types of problems of special concern to those groups. The highest percentage of responses for the Former User/Non User population, for example, are for Governmental Assistance, Health, Discrimination, Transportation and Home/Housing problem categories. Among Senior Citizens, Health, Housing and Governmental Assistance problems are the most predominate.

TABLE R7. ANALYSIS: Table R7 provides the means to plan specific programs or to otherwise allocate resources, on a region-wide basis, to meet the information needs of particular segments of the population regarding their most important life problems.

The manner in which these data can be utilized can be illustrated by comparing the three health related problems on the table. Adjusting to a Health Condition, the second ranked problem in the region, concerns males more than females, is distributed racially in the same proportion as the population, but affects a predominate percentage of older persons, particularly those over 65. It is reported by a larger percentage of persons from lower income families and persons with ninth grade or less in educational attainment and the group reporting this problem has a considerably higher percentage of library non users or former users than the general adult population.

In contrast, the fifth ranked problem, Obtaining/Selecting

TABLE R7. Percentage Distribution of "2", "3", or "4" Responses to Ten Most Important Problems, by Demographic Characteristics, Region (See Key to Questionnaire #'s at End of Table) Page 1 of 2

RANK: QUESTIONNAIRE #:		1 33	2 18	3 13	4 12	5 15	6 43	7 66	8 46	9 16	10 45	AVERAGE
TOTAL MENTIONS		16655	13894	22886	21335	13138	13803	13929	18727	13272	14790	16243
SEX:												
	Male	46.6	53.3	40.1	52.8	42.8	42.5	36.8	51.8	32.3	42.3	44.1
	Female	53.4	46.7	59.9	47.2	57.2	57.5	63.2	48.2	67.7	57.7	55.9
RACE:												
	White	45.3	74.5	72.7	84.9	74.0	86.1	76.3	77.9	67.7	60.5	72.0
	Black	54.7	25.5	27.3	15.1	26.0	13.9	23.7	22.1	32.3	39.5	28.0
AGE:												
	15-17	16.9	1.5	6.0	1.7	1.0	3.1	7.0	3.3	0.8	14.0	5.5
	18-24	34.0	3.9	19.2	20.4	13.7	13.0	16.5	14.1	19.7	20.0	17.5
	25-44	35.2	12.4	36.1	36.3	29.2	57.3	44.3	52.2	37.0	20.4	36.0
	45-64	12.7	37.7	26.4	25.3	37.7	24.4	26.7	23.2	26.2	23.3	26.4
	65 + Over	1.2	44.6	12.4	16.4	18.3	2.1	5.4	7.2	16.3	22.2	14.6
INCOME:												
	No Response	21.0	15.5	29.0	19.5	13.9	7.6	21.0	12.0	11.7	27.4	17.9
	Less Than \$4,000	19.6	26.4	9.7	5.1	7.5	2.0	13.8	3.8	15.8	22.3	12.6
	\$4,000-\$5,999	12.5	17.5	11.0	6.0	17.9	7.1	11.4	18.5	19.9	20.0	14.2
	\$6,000-\$9,999	21.7	17.0	20.5	18.4	21.3	19.3	18.0	20.9	29.5	16.0	20.3
	\$10,000-\$15,999	18.5	13.1	17.7	30.2	26.4	38.1	24.7	29.6	16.5	8.5	22.3
	\$16,000 or More	6.7	10.5	12.1	20.8	12.9	25.9	11.1	15.2	6.6	5.8	12.8

TABLE CONTINUES ON NEXT PAGE

TABLE R7. Percentage Distribution of "2", "3", or "4" Responses to Ten Most Important Problems, by Demographic Characteristics, Region

Page 2 of 2

RANK: QUESTIONNAIRE #:	1 33	2 18	3 13	4 12	5 15	6 43	7 66	8 46	9 16	10 45	AVERAGE
EDUC. ATTAINMENT:											
Not Reported	2.0	2.5	0.0	2.6	4.3	1.3	0.0	0.3	2.1	0.4	1.6
9th Grade or Less	18.3	44.4	18.7	7.2	15.5	3.9	26.1	16.3	21.1	31.1	20.3
Some H.S., Not Grad	21.8	15.4	22.6	14.9	19.5	11.0	20.0	15.8	12.2	22.5	17.6
H.S. or G.E.D.	37.4	21.1	38.1	31.4	39.5	45.5	37.7	40.8	45.7	32.4	36.9
Comp. Some Col.	13.0	4.5	11.4	24.4	7.7	15.6	11.1	11.1	10.4	7.1	11.6
Col. Grad or +	5.0	10.2	8.4	15.7	9.4	19.0	3.2	12.3	9.1	5.6	9.8
Voc-Tech Train.	2.5	1.8	0.7	3.7	4.1	3.7	1.9	3.5	0.0	1.0	2.3
LIBRARY USE:											
Former/Non Users	48.7	72.6	54.9	42.3	51.8	30.6	53.4	51.6	71.3	58.0	53.5
Total Users	51.3	27.4	45.1	57.7	48.2	69.4	46.6	48.4	28.7	42.0	46.5
Rare	12.4	5.7	13.1	14.4	10.7	8.8	9.5	10.9	6.8	12.5	10.5
Occasional	28.6	8.6	16.8	22.8	18.2	26.4	14.8	18.6	9.2	13.4	17.7
Regular	3.6	6.0	8.8	7.2	5.4	15.1	9.4	8.6	7.2	5.6	7.7
Frequent	6.7	7.2	6.4	13.3	13.9	19.1	12.8	10.4	5.6	10.5	10.6
TELEPHONE ACCESS:											
Yes	87.0	94.7	96.2	96.4	93.8	97.0	92.7	95.8	85.4	90.7	93.0
No	13.0	5.3	3.8	2.7	6.2	2.4	5.3	3.3	13.3	8.8	6.4

Key to Problems: 33 = UNEMPLOYMENT; 18 = ADJ TO HEALTH COND; 13 = PRICES TOO HIGH; 12 = PRODUCT/SERVICES UNAVAIL; 15 = OBTN/SELECT MED SERVICES; 43 = ASSESS SCHOOL QUALITY; 66 = ADEQUATE YOUTH RECREATION; 46 = CAR MAINT/MILEAGE; 16 = HEALTH CARE COST; 45 = MEANS OF TRANSPORTATION

Medical Services, is reported more frequently than the general population distribution would suggest by women, middle-aged persons, upper-middle income families, persons who have finished some or all of high school and library users, particularly, frequent users.

The pattern of responses for the ninth ranked problem, Health Care Cost, is different from the other two health problems. It is a concern of a considerably higher percentage of women, of black respondents, from lower middle income families, although with higher levels of educational attainment, and a percentage of non and former library users almost as high as the group reporting Adjustment to Health Condition as a problem.

The implications of these data are clear: the group reporting Health Care Cost as a problem and the group reporting Adjustment to a Health Condition as a problem, while similar in library use patterns (71.3 percent non/former users among the former, 72.6 percent among the latter), constitute different demographic sub-groups, and serving their information needs will require differential strategies and resources.

TABLES R8 and RC8.A. TECHNICAL NOTES: Data in Table R8 includes all sources reported consulted, irrespective of importance value assigned to the problem statement. The source listed as "Self, No Source," was recorded when respondent indicated a belief that the problem did not require a source of information in order to achieve a solution or make a decision. Table RC8.A data was computed by assigning values of 3, 2 and 1, respectively, to the responses "Extremely Satisfactory," "Just Satisfactory" and "To Some Degree Unsatisfactory," and dividing the totals thus obtained by the number of responses. Higher values, therefore, represent

TABLE R8. Projected Population Consulting Sources for Problems,
by Problem Categories, Region

	CONSUM	FAMILY	EMPLOY	TRANSP	HOUSES	DISCRI	GOVAST									TOTAL
	HEALTH	FINANC	SCHOOL	SAFETY	NEIGHB	LEGAL	GOVPOL									
Self, No Source	15700	11316	7117	16942	7777	3229	5010	2595	3150	13940	2442	741	1443	5622		97024
Schools, Colleges		329	2199	53	6012	12215	136	871	1	399	731		159	157		23262
Government Pubs	507	473		158	59				53	42	40	333	160	752		2577
Consum. Protec. Agen.	757		1	31				461	102	75			411			1838
Other Govt. Agency	1526	6996	1405	3007	11461	1450	2184	5757	2807	8023	3018	1872	13167	4416		67089
Relig. Institution	504	448	1665		280			85		166			121			3269
Library, Circ. Mat.	104	64	42	208	446	603	59		398			104		617		2645
Library, Ref. Mat.	203	103	208		231	974			179			584		282		2764
Print Mat. Purchased	1208	159	55		631		143		318			64		330		2908
Subscription Pubs	827	320		504	422			122	111					416		2722
Owned Books, Mat.	80	389	401	938	242	75	222	86	1039					80		3552
Commercial TV	672	40		360	254		88		623					8382		10419
Educational TV					40									671		711
Radio Stations														157		157
Local Newspapers	2480	1954	480	92	5998	770	474		361	160	354			6311		19434
Wash.-Balt. Papers	286	120		87	327		1							654		1475
Lectures, Pub. Events					2	256				159				1201		1618
Stores, Suppliers	42859	7302	782	6694	6219	143	11444	533	15070	862	2308	701	546	525		95988
Better Busin. Bureau	868	56		45					160		436					1565
Friends	3766	2791	3201	981	3966	1462	7034	2150	3461	7969	588	311	106	1504		39290
Immed. Fam. Member	5717	5649	8133	14052	873	724	6680	982	4315	4070	350	304	575	1740		54164
Other Fam. Member	441	388	1991	1286	347	59	827	272	358	576	242	79	102			6968
Special Experts	1201	22189	4555	3114	1215	3020	5884	7368	6814	3484	1659	5812	2439	2857		71611
Other Source	4312	4379	1596	4757	3733	1401	3514	1943	2044	4970	1068	189	298	1408		34922
TOTALS	84018	65465	33831	53309	50535	26381	43700	23225	41364	44895	13236	11094	19527	37925		548505

TABLE RC8.A. Mean Source Satisfaction Scores for Sources Consulted for Information About Specific Problems, by Problem Categories, Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Consumer	2.32	1.88	1.98	2.00	1.90	1.61	1.78	1.80	1.857
Health	2.45	1.98	2.21	2.23	2.03	1.99	1.60	1.85	1.997
Family	2.45	2.10	2.52	2.55	1.99	2.27	2.06	2.15	2.242
Finances	2.57	1.95	2.07	2.02	2.08	1.80	2.01	1.52	1.990
Employment	1.62	1.41	1.83	1.89	1.50	1.54	1.45	1.05	1.498
Schools, Education	2.38	1.59	2.27	2.49	1.57	2.02	2.05	1.66	1.976
Transportation	2.38	1.64	2.26	2.12	1.91	2.01	1.73	1.91	1.931
Safety	2.33	1.81	1.93	2.61	1.63	1.93	1.90	1.73	2.013
Housing, Home	2.29	1.98	1.91	2.18	2.07	1.96	2.14	2.08	2.055
Neighborhood	1.49	1.43	1.45	1.50	1.42	1.76	1.26	1.23	1.405
Discrimination	1.43	1.34	1.39	1.46	1.20	1.63	1.14	1.03	1.262
Legal	2.83	1.86	2.39	2.39	2.22	2.32	2.36	1.88	2.139
Government Assistance	1.83	1.75	1.49	1.54	1.28	2.14	1.29	1.12	1.567
Government Policies	2.79	1.74	1.87	2.37	2.04	1.78	1.91	2.04	2.057
OVERALL MEAN	2.298	1.768	2.019	2.116	1.827	1.890	1.742	1.692	1.868

NOTE: MAXIMUM POSSIBLE SOURCE SATISFACTION VALUE = 3.00

higher levels of satisfaction with the total group of sources currently being consulted for each of the problem categories in each of the geographic areas included in the computation.

TABLES R8 and RC8.A. ANALYSIS: A small number of sources accounted for a large percentage of problem solving information seeking. The four leading sources, Stores and Suppliers, Special Experts (doctors, lawyers, etc.), Government Agencies and Immediate Family Member, were reported in more than half of the cases in which specific sources were identified. Adding the next four most popular sources (Friends, Schools, Local Newspapers and Commercial TV) to the list brings the accumulated percentage accounted for by these eight to 84.4 percent of all specific sources reported.

The library is clearly not a popular source for specific problem solving information, as currently perceived by residents of the region. Library circulating and reference materials, combined, account for only 1.4 percent of specific sources consulted.

The data confirm a generally held view that friends and family are among the most frequently consulted sources for information about the problems of everyday living. Considered together, Friends and Immediate and Other Family Member account for nearly one in every four specific sources consulted.

Respondents did not consider these highly accessible sources (friends and family) to be equally satisfactory in all circumstances, however. These sources were consulted most frequently for Family, Financial and Neighborhood problems. In each of these categories, more than 40 percent of the specific sources consulted were friends

or family members. The mean source satisfaction score for Family problems was 2.242, highest of any category, while the score for Neighborhood was 1.405, next to the lowest score among the 14 categories. The satisfaction score for sources consulted for Financial problems was 1.990, which is about in the middle of the list of categories on this score.

Table RC8.A suggests that, in addition to Neighborhood, the problem categories in which the greatest degree of dissatisfaction with existing sources can be found are Discrimination, Employment, Government Assistance and Consumer.

TABLE R9. TECHNICAL NOTES: First line for each table entry shows projected population consulting source; second line shows mean satisfaction score, computed as explained for Table RC8.A.

TABLE R9. ANALYSIS: Satisfaction scores for sources consulted for the most important regional problems are generally lower than similar scores computed for all problems and all sources, as in Table RC8.A. The overall level of source satisfaction for the 10 most important problems is 1.60 compared to an overall mean of 1.868 for all sources and all problems.

Adequate Youth Recreation is the problem for which current sources are generating the most dissatisfaction (Mean = 0.94). Other problems for which information sources are rated lower, overall, are Unemployment and Prices Too High. The sources that are the most satisfactory are those consulted for Adjustment to Health Condition problems (Mean = 2.06). Within the table, specific sources vary considerably in the level of satisfaction reported for particular problems.

TABLE R9. Projected Population Consulting Major Sources for Ten Most Important Problems, and Mean Satisfaction Scores, Region

Page 1 of 2

RANK: QUESTIONNAIRE #:	1 33	2 18	3 13	4 12	5 15	6 43	7 66	8 46	9 16	10 45	TOTAL
Self, No Source	849 0.16	1057 0.92	8150 0.70	2233 0.47	1008 0.33	2088 0.60	5834 0.58	2614 0.33	3265 0.50	1658 0.38	28756 0.55
Schools, Colleges	145 1.00				86 3.00	5628 1.28	399 1.25		86 3.00	136 1.00	6480 1.31
Other Govt. Agency	7012 1.37	701 2.24	122 1.03	754 2.13	1499 2.09	198 2.00	2646 2.54		3665 2.01	539 1.34	16536 1.80
Library, Circ. Mat.		64 3.00						59 3.00			123 3.00
Local Newspapers	3036 1.22		1294 1.76	355 1.56		121 2.00		158 2.00	100 1.00	158 2.00	5222 1.44
Stores, Suppliers	3119 1.23	330 1.91	8349 1.15	12049 1.90	1136 1.13	80 2.00	211 1.57	7589 2.09	422 1.45	1494 1.84	34779 1.67
Friends	282 2.00	928 2.16	561 1.33	641 1.75	556 1.99	1330 1.46	1973 1.33	1253 1.98	763 1.74	4663 2.16	12950 1.85
Immed. Fam. Member	120 2.00	1176 2.51	2071 1.08	1162 2.37	1383 1.71	147 1.00	1363 1.03	2110 2.15	1100 1.72	4016 1.93	14648 1.79

TABLE CONTINUES ON NEXT PAGE

Key to Problems: 33 = UNEMPLOYMENT; 18 = ADJ TO HEALTH COND; 13 = PRICES TOO HIGH; 12 = PRODUCT/SERVICES UNAVAIL; 15 = OBTN/SELECT MED SERVICES; 43 = ASSESS SCHOOL QUALITY; 66 = ADEQUATE YOUTH RECREATION; 46 = CAR MAINT/MILEAGE; 16 = HEALTH CARE COST; 45 = MEANS OF TRANSPORTATION

TABLE R9. Projected Population Consulting Major Sources for Ten Most Important Problems, and Mean Satisfaction Scores, Region

Page 2 of 2

	RANK:	1	2	3	4	5	6	7	8	9	10	
QUESTIONNAIRE #:		33	18	13	12	15	43	66	46	16	45	TOTAL
Other Fam. Member			140	103			59		40		569	911
			3.00	1.02			1.00		3.00		1.46	1.68
Special Experts		644	8064		577	6098	1882	331	2949	2690	318	23553
		1.52	2.15		1.54	1.88	1.90	1.37	1.80	2.08	1.00	1.95
Other Source		1141	788	1781	1859	816	1148	1561	1596	812	719	12221
		1.16	1.57	1.95	2.07	1.66	2.07	1.28	2.23	2.46	1.39	1.81
TOTALS		16349	13249	22430	19630	12581	12682	13719	18369	12903	14268	156180
		1.27	2.06	1.42	1.77	1.69	1.77	0.94	1.81	1.61	1.72	1.60

Key to Problems: 33 = UNEMPLOYMENT; 18 = ADJ TO HEALTH COND; 13 = PRICES TOO HIGH; 12 = PRODUCT/ SERVICES UNAVAIL; 15 = OBTN/SELECT MED SERVICES; 43 = ASSESS SCHOOL QUALITY; 66 = ADEQUATE YOUTH RECREATION; 46 = CAR MAINT/MILEAGE; 16 = HEALTH CARE COST; 45 = MEANS OF TRANSPORTATION

TABLES R10 and RC11. TECHNICAL NOTES: This study sought to maintain a somewhat fine, but real, distinction among the three answer choices listed first on these tables. Never Even Thought of Library applies to situations in which the respondent's mental set for the particular problem simply did not include a consideration of the public library as a possible source for information to assist with that problem. Thought Library Had No Relevant Information applies to situations in which respondents' perceptions of library resources and services were limited and did not include information relevant to the particular problem in question. Alternate Source Judged Better applies to situations in which respondents recognized the library as a possible source, but considered an alternative source to be more appropriate or better equipped to provide the needed information.

TABLES R10 and RC11. ANALYSIS: The overall pattern of response is similar in both tables. Nearly a third of the respondents did not perceive the library as a relevant source; another fifth (for the 10 most important problems, a quarter) of the population never considered the library as a possible source, and another 15 percent preferred an alternative source which they judged to be better than the library.

A considerable segment of the population (18.9 percent for all problems, 13.5 percent for top 10 problems) believed their problems needed information from more private or more specialized (expert) sources.

Lack of transportation, library inaccessibility, inconvenient hours and other reasons were infrequently cited.

Among the various problem categories and the 10 most important

TABLE R10. Percentage Distribution of Reasons for Library Non Use as Information Source for Problems, by Category of Problems, Region

	CONSUM	HEALTH	FAMILY	FINANC	EMPLOY	SCHOOL	TRANSP	SAFETY	HOUSES	NEIGHB	DISCRI	LEGAL	GOVAST	GOVPOL	AVE.
Alternate Source Judged Better	16.0	9.5	8.8	13.6	20.3	18.1	3.9	35.0	14.8	16.5	22.5	17.2	3.6	20.8	14.6
Never Even Thought Of Library	27.9	17.3	9.8	28.6	21.7	20.8	21.1	4.3	9.3	30.6	14.4	---	33.5	8.4	19.8
Thought Lib. Had No Relevant Info	27.6	32.1	23.9	29.4	36.4	29.8	39.9	21.5	44.8	19.7	43.8	18.7	21.1	20.6	29.5
Preferred More Private Source	7.6	7.5	15.3	7.9	1.8	1.2	11.6	2.5	11.1	7.4	---	---	9.8	12.3	7.4
Preferred Expert Opinion	4.8	17.9	29.4	1.8	2.2	15.4	5.7	23.8	7.6	1.2	---	30.1	20.7	7.3	11.5
No Transportation To Library	0.9	0.6	0.8	2.0	0.7	1.6	0.5	---	7.0	8.0	---	---	---	2.2	1.8
Library Accessibility Is a Problem	1.2	4.3	1.2	2.5	0.9	4.3	---	1.2	---	1.2	4.7	4.3	6.8	3.6	2.3
Library Hours Inconvenient	---	0.5	---	---	---	---	---	---	---	---	---	---	---	---	0.1
Other	3.8	1.5	1.8	2.7	9.7	1.0	1.8	1.3	2.4	3.4	---	---	2.1	8.5	3.3
No Response , N.A.	10.1	8.6	9.1	11.4	6.2	7.8	15.6	10.2	3.1	11.9	14.7	29.7	2.4	16.3	9.7

TABLE R 11. Percentage Distribution of Reasons for Library Non Use as Information Source for Ten Most Important Problems, Region

RANK: QUESTIONNAIRE #:	1 33	2 18	3 13	4 12	5 15	6 43	7 66	8 46	9 16	10 45	TOTAL
Alternate Source Judged Better	25.5	18.1	8.5	27.2	7.1	24.4	4.4	13.9	8.9	1.1	15.3
Never Even Thought of Library	27.3	8.1	39.5	16.7	24.2	21.3	38.9	---	20.1	36.9	24.2
Thought Lib. Had No Relevant Info	28.3	23.1	32.6	26.0	40.4	25.2	15.8	36.8	35.4	39.4	29.5
Preferred More Private Source	0.8	8.0	4.9	3.9	3.7	---	---	31.2	---	5.2	4.0
Preferred Expert Opinion	3.2	26.6	0.7	4.4	13.8	12.9	3.3	---	13.8	5.2	9.5
No Transportation To Library	0.9	---	---	3.4	0.6	---	9.6	---	3.1	1.0	1.6
Library Accessibility Is a Problem	1.7	4.7	---	1.5	2.2	7.8	---	---	6.3	---	2.6
Other	10.8	1.9	3.5	6.1	2.6	1.9	2.2	---	2.0	---	3.9
No Response	1.4	9.5	10.3	10.9	5.3	6.5	25.8	18.1	10.4	11.1	9.4

Key to Problems: 33 = UNEMPLOYMENT; 18 = ADJ TO HEALTH COND; 13 = PRICES TOO HIGH; 12 = PRODUCT/ SERVICES UNAVAIL; 15 = OBTN/SELECT MED SERVICES; 43 = ASSESS SCHOOL QUALITY; 66 = ADEQUATE YOUTH RECREATION; 46 = CAR MAINT/MILEAGE; 16 = HEALTH CARE COST; 45 = MEANS OF TRANSPORTATION

problems, there was considerable variation in the pattern of responses among the five types of answers given most frequently. These differences must be examined carefully in developing plans to achieve long term library goals, so that appropriate strategies may be developed to overcome particular reasons for library non use.

III.2 Findings Relating to Information Needs: General Subject Areas

Data regarding needs of the adult population for information about broad general subject areas was developed from a series of questions asking respondents to indicate the extent of their interest in twenty-one topics, a list designed to cover the full range of man's knowledge and activities.

First, the list of general subjects was shown to the respondent, so that he or she would be aware of the full scope of this line of inquiry. Then, as each subject was read by the interviewer, the respondent indicated whether his interest in it was none, a fair (moderate) amount or strong.

Then, in a pattern similar to that followed for specific problem solving information needs, the respondent was asked to identify the two subjects of most interest, in rank order; the source usually utilized for information about the general subject area of most interest; the extent of satisfaction with that source; and, if the library was not identified as that source, why it was not.

III.2.1. Content of "General Subject Area Related" Tables

TABLES RC12 and RC13 and R14, R15 and R16 present the data developed from these series of questions. RC12 projects the number of adults in the population of each county and the region, and the corresponding percentages of total population, who have a "strong" interest in each of the general subject areas.

RC13 ranks the 10 most important of these general subjects in each geographic segment, based on composite scores derived from respondents' rank ordering of the two subjects of most interest to them.

R14 reflects the variation in interest in the 10 most important subjects, by demographic and library use characteristics. R15 displays the numbers consulting various sources and their extent of satisfaction with those sources, while R16 presents the reasons reported for non use of the library for this type of information.

III.2.2. Analysis of General Subject Area Tables

TABLE RC12. TECHNICAL NOTES: Only "strong" interest responses were tabulated; percentages are independent figures, each indicating the percentage of total population represented by the accompanying projected population figure; percentages add to more than 100 percent because most respondents indicated strong interest in several subject areas.

TABLE RC12. ANALYSIS: Education is the general subject area of strong interest to the largest percentage of the region-wide population (57.5 percent). Human Health and Diseases was also cited by more than half of the population. Other subjects attracting high levels of interest include: Plants and Animals; Religion,

TABLE RC12. Projected Population and Percent of Adult Population Indicating "Strong" Interest in General Subject Areas, Region and Counties

Page 1 of 1

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
General Scientific	2002 14.1	2004 9.5	1624 13.8	659 5.0	1089 7.9	2389 13.5	2212 5.6	1952 11.2	13932 9.4
A Specific Science	1778 12.6	1495 7.1	1418 12.0	1000 7.5	1131 8.2	2618 14.8	2278 5.8	1768 10.1	13496 9.1
Mathematics	1770 12.5	4547 21.6	2118 17.9	2974 22.4	2225 16.1	3740 21.1	11547 29.4	6467 37.0	35388 23.8
The Environment	2581 18.2	5439 25.8	2955 25.0	5226 39.3	4397 31.7	7515 42.4	17761 45.3	7618 43.6	53493 36.0
Plants and Animals	4443 31.3	7097 33.7	4205 35.6	7272 54.7	4911 35.5	11186 63.1	20041 51.1	10696 61.2	69850 47.0
Human Development	1099 7.7	1814 8.6	482 4.1	1373 10.3	1770 12.8	3113 17.5	8787 22.4	2250 12.9	20690 13.9
Human Health/Diseases	8932 63.0	7782 37.0	5681 48.1	6866 51.6	7801 56.3	9729 54.8	19614 50.0	11601 66.4	78005 52.2
Human Behav./Psych.	3331 23.5	4581 21.8	3186 27.0	4162 31.3	4859 35.1	6831 38.5	18045 46.0	6966 39.8	51960 35.0
Man's Daily Life	3330 23.5	4592 21.8	2303 19.5	3216 24.2	3370 24.3	5428 30.6	10434 26.6	4398 25.2	37070 24.9
Human Org./Society	2459 17.3	1820 8.6	2129 18.0	2105 15.8	2318 16.7	4121 23.2	10922 27.8	3316 19.0	29190 19.6
Economics	3948 27.8	7833 37.2	3651 30.9	4717 35.5	3724 26.9	5493 31.0	14344 36.5	7074 40.5	50783 34.2

TABLE CONTINUES ON NEXT PAGE

TABLE RC12. Projected Population and Percent of Adult Population Indicating "Strong" Interest in General Subject Areas, Region and Counties

Page 2 of 2

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Politics & Government	2843 20.0	4114 19.5	2940 24.9	2204 16.6	2500 18.1	3233 18.2	11600 29.6	4376 25.0	33810 22.7
Law	3171 22.4	4834 23.0	3483 29.5	4544 34.2	3681 19.4	3879 21.9	12351 31.5	6190 35.4	41134 27.7
Education	10093 71.2	10219 48.5	6049 51.3	7848 59.0	8206 59.2	10186 57.4	21637 55.1	11246 64.3	85484 57.5
Arts or a Specific Art	1522 10.7	2491 11.8	1158 9.8	1049 7.9	2312 16.7	5440 30.7	10095 25.7	3185 18.2	27252 18.3
Technology	4445 31.3	5513 26.2	3000 25.4	4067 30.6	4855 35.1	5524 31.1	9536 24.3	6533 37.4	43472 29.2
Religion	4627 32.6	11732 55.7	4537 38.4	5858 44.1	6743 48.7	8495 48.0	18312 46.7	9351 53.5	69656 46.9
History	1590 11.2	4292 20.4	3001 25.4	3234 24.3	1968 14.2	3885 21.9	9447 24.1	6098 34.9	33514 22.5
Communication/Language	1045 7.4	2549 12.1	1671 14.2	1524 11.5	2551 18.4	3137 17.8	8772 22.3	3453 19.8	24703 16.6
Philosophy	794 5.6	1087 5.2	993 8.4	733 5.5	1895 13.7	1789 10.1	5019 12.8	2371 13.6	14683 9.9
Occult/Supernatural	379 2.7	671 3.2	489 4.1	634 4.8	595 4.3	1439 8.1	3264 8.3	2536 14.5	10007 6.7
Other	178 1.3	818 3.8	---	96 0.7	298 2.1	---	---	473 2.7	1748 1.2

which includes religion in general and/or any of the specific religions; the Environment; Human Behavior and Psychology, including matters relating to human personality and individual skills and aptitudes; Economics; Technology, how equipment and things work; Law; and Aspects of Man's Daily Life, involving such things as public taste, fashion, life styles, etc.

TABLE RC13. TECHNICAL NOTES: Composite Score developed in same manner as was described for specific problem data [see Technical Notes for TABLE RC5, page 50], except that only two, rather than three top choices were obtained for this type of information need.

TABLE RC13. ANALYSIS: Once again, differences emerge when relative importance is weighted and examined. Education remains high on the list of important subjects, but it is replaced as highest ranking by Religion (which had the fourth highest total of "strong interest" mentions).

Most of the other ten most important subjects, by composite score, were also among the top ten in total mentions -- except for Mathematics and Art (which includes art in general, and/or any of the specific arts). The former had the 11th highest total of mentions, while the latter was only 15th in this respect. Clearly, these subjects are of more intense interest to their adherents than others which attract a broader segment of the population.

Numerically, the composite scores decline dramatically between the fourth ranked Plants and Animals, at .325, and fifth ranked Human Behavior/Psychology, at .177. In effect, beyond the fourth rank, the remainder are bunched very closely together and differences in rank order from 5 through 10 are of little significance.

TABLE R14. TECHNICAL NOTES: Fourth-ranked subject, Plants

TABLE RC13. Composite Scores and Ranking, Ten Most Important General Subject Areas, Counties and Region*

Page 1 of 2

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
A Specific Science					.074 (10)	.164 (7)			
Mathematics		.119 (9)			.087 (9)		.121 (9)	.250 (5)	.097 (10)
The Environment	.112 (9)	.203 (5)	.221 (6)	.316 (5)	.169 (6)	.223 (5)	.135 (8)	.250 (6)	.176 (6)
Plants and Animals	.241 (5)	.143 (8)	.296 (4)	.392 (3)	.191 (4)	.446 (1)	.396 (2)	.672 (1)	.325 (4)
Human Health/Diseases	.357 (3)	.306 (3)	.449 (1)	.325 (4)	.627 (1)	.347 (3)	.311 (4)	.514 (2)	.382 (3)
Human Behav./Psych.	.123 (8)	.143 (7)	.172 (8)		.175 (5)	.147 (9)	.287 (5)	.131 (8)	.177 (5)
Man's Daily Life	.218 (6)								
Economics	.111 (10)	.289 (4)	.201 (7)	.217 (6)		.164 (8)	.139 (7)	.112 (10)	.158 (8)
Politics & Government			.140 (9)	.116 (9)			.110 (10)		
Law			.099 (10)	.141 (7)				.156 (7)	
Education	.551 (1)	.396 (2)	.404 (3)	.548 (1)	.619 (2)	.280 (4)	.361 (3)	.409 (4)	.423 (2)

*SEE NOTE AT END OF TABLE

TABLE CONTINUES ON NEXT PAGE

TABLE RC13. Composite Scores and Ranking, Ten Most Important General Subject Areas, Counties and Region

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Arts, or a Specific Art	.126 (7)	.105 (10)			.099 (8)	.121 (10)	.159 (6)		.108 (9)
Technology	.477 (2)	.175 (6)	.234 (5)	.137 (8)	.150 (7)	.177 (6)			.170 (7)
Religion	.290 (4)	.647 (1)	.430 (2)	.395 (2)	.514 (3)	.436 (2)	.470 (1)	.424 (3)	.461 (1)
History				.074 (10)				.118 (9)	

TABLE NOTE: Composite Scores compiled by assigning a score of 2 to the General Subject Area identified as being of "most interest" to each respondent and a score of 1 to the Subject Area identified as "next in interest" to each respondent. Totals obtained for each subject were divided by the respective geographic population totals to provide standardized scores.

TABLE R14. Percentage Distribution of "Strong Interest" Mentions in Ten Most Important General Subject Areas, by Demographic Characteristics, Region

Page 1 of 2

RANK:	1	2	3	4	5	6	7	8	9	10	
SUBJECT:	RELIG	EDUCA	HEALT	NATUR	BEHAV	ENVIR	TECHN	ECONO	ART/S	MATHE	TOTAL
QUESTIONNAIRE #:	111	108	101	99	102	98	110	105	109	97	
SEX:											
Male	43.0	52.4	46.9	44.6	34.5	39.6	46.5	38.3	19.0	30.9	39.6
Female	50.3	62.1	57.4	49.2	35.3	32.7	14.0	30.5	17.8	17.5	36.7
RACE:											
White	42.8	55.4	49.8	51.5	34.3	36.8	28.3	32.8	19.6	21.9	37.3
Black	59.8	64.0	60.7	32.9	37.1	33.3	32.2	38.6	14.3	29.7	40.3
AGE:											
15-17	15.7	52.7	25.2	45.3	29.5	19.3	34.4	17.0	25.3	35.3	30.0
18-24	34.6	58.6	44.2	39.6	34.5	31.2	26.6	27.1	19.3	25.0	34.1
25-44	42.8	69.9	56.7	44.5	46.2	45.0	29.0	40.9	19.0	27.2	42.1
45-64	56.0	55.1	57.4	54.2	31.0	34.2	34.0	35.6	16.2	20.5	39.4
65 + Over	59.2	40.6	52.5	46.9	24.0	32.3	23.1	31.5	17.6	18.8	34.7
INCOME:											
No Response	44.8	57.5	48.8	45.9	29.7	31.7	23.2	24.8	19.9	17.8	34.4
Less Than \$4,000	53.3	38.9	48.7	40.9	21.2	18.3	24.0	23.0	14.7	22.1	30.5
\$4,000-\$5,999	51.6	49.3	50.5	48.8	26.8	33.2	30.1	31.4	14.0	21.5	35.7
\$6,000-\$9,999	47.6	57.3	54.4	41.3	30.4	33.9	34.4	37.4	20.7	23.6	38.1
\$10,000-\$15,999	44.9	67.1	57.5	48.3	46.6	40.3	28.5	37.5	17.4	24.3	41.2
\$16,000 or More	43.3	65.1	52.8	57.4	48.9	54.2	35.4	49.0	20.2	34.6	46.1

TABLE CONTINUES ON NEXT PAGE

TABLE R14. Percentage Distribution of "Strong Interest" Mentions in Ten Most Important General Subject Areas, by Demographic Characteristics, Region

Page 2 of 3

RANK:	1	2	3	4	5	6	7	8	9	10	
SUBJECT:	RELIG	EDUCA	HEALT	NATUR	BEHAV	ENVIR	TECHN	ECONO	ART/S	MATHE	TOTAL
QUESTIONNAIRE #:	111	108	101	99	102	98	110	105	109	97	
EDUC. ATTAINMENT:											
Not Reported	57.6	46.0	65.6	46.6	54.1	50.8	46.6	69.0	69.8	28.7	53.5
9th Grade or Less	55.1	48.0	52.8	44.5	25.7	29.7	28.7	27.8	8.6	17.3	33.8
Some H.S., Not Grad	38.2	52.9	47.1	47.2	28.3	32.9	41.7	29.8	22.4	23.9	36.4
H.S. or G.E.D.	50.4	56.6	53.3	46.1	31.2	34.0	26.7	33.2	13.8	22.8	36.8
Comp. Some Col.	38.5	65.3	47.6	53.8	44.8	47.1	24.6	36.0	27.5	35.4	42.1
Col. Grad or +	46.8	72.2	56.8	49.4	55.9	47.7	21.5	45.1	29.4	25.5	45.0
Voc-Tech Train.	34.7	74.8	69.0	35.9	51.2	24.1	31.0	47.3	10.7	18.7	39.7
LIBRARY USE:											
Former/Non Users	46.6	49.9	51.8	44.6	26.2	30.5	31.1	29.8	14.4	20.5	34.5
Total Users	46.1	66.2	53.4	51.5	46.8	43.0	26.5	39.0	23.0	27.3	42.3
Rare	52.1	51.5	48.4	54.9	33.5	37.9	22.4	21.8	19.4	20.3	36.2
Occasional	51.6	72.6	54.7	44.5	43.3	43.2	26.7	44.0	23.1	30.3	43.4
Regular	39.2	69.4	59.3	55.5	53.9	44.2	23.6	45.6	20.6	25.9	43.7
Frequent	41.5	71.1	51.1	50.9	56.4	46.6	33.3	44.4	29.0	32.7	45.7

and Animals, is identified at head of column in Tables R14, 15 and 16 by the term NATUR; it is important to note that percentages included in this table do not add to 100 percent within variables -- each percentage represents the proportion of persons with the specified demographic characteristics who indicated "strong interest" in the 10 most important general subject areas (as determined by composite scoring). (See discussion on Page 15 for explanation of why only "strong interest" was tabulated for this data).

TABLE R14. ANALYSIS: This table can provide planning assistance from two perspectives. First, the librarian/planner can focus on any given subject area and determine the predominate demographic profile of the population group interested in that subject.

Health, for example, is a subject of greater interest to a higher percentage of women, blacks, middle and older age groups, persons with both low and high levels of educational attainment, and both users and non users of the library.

Secondly, attention can be directed to a particular target group to determine the general subject areas of greatest interest to it. Library non users, for example, are considerably more interested in Religion, Education, Health and Plants and Animals, than in the remaining subjects in the table.

TABLE R15. TECHNICAL NOTES: First line for each table entry is projected population; second line is mean satisfaction score, obtained by summing satisfaction scores (which ranged from 1 to 3) and dividing by number of responses.

TABLE R15. ANALYSIS: Library sources, both circulation and reference materials, are much more frequently utilized for information about general subject areas than for specific problem information.

TABLE R15. Projected Population Consulting Sources for Ten Most Important
General Subject Areas and Mean Satisfaction Scores, Region

Page 1 of 2

RANK:	1	2	3	4	5	6	7	8	9	10	
SUBJECT:	RELIG	EDUCA	HEALT	NATUR*	BEHAV	ENVIR	TECHN	ECONO	ART/S	MATHE	TOTAL
QUESTIONNAIRE #:	111	108	101	99	102	98	110	105	109	97	
Self, No Source	692 0.0	745 0.2	128 2.5	1753 1.9	87 2.0	621 1.3	1027 1.1	121 0.0	1238 2.3	223 2.4	6635 1.3
Schools, Colleges		4221 2.7	106 1.0	88 2.0	220 3.0	911 2.0	52 2.0	310 2.8		632 2.9	6540 2.3
Government Pubs		41 0.0	157 0.0					192 2.0			390 1.0
Consum. Protec. Agen.	115 2.0	64 2.0		55 0.0						41 1.0	275 1.5
Other Govt. Agency	334 2.5	397 2.8	360 2.6	293 2.4							1384 2.6
Relig. Institution	8072 2.7	787 2.4	325 2.0			346 3.0	63 3.0		253 3.0	96 2.0	9942 2.7
Library, Circ. Mat.	350 2.8	2371 2.4	1340 2.9	1499 2.6	1710 2.7	751 2.2	256 2.0	418 2.7	820 1.9	963 1.9	10178 2.5
Library, Ref. Mat.	364 2.2	996 2.4	491 2.0	671 2.6	347 2.3	821 2.4	104 2.6	375 2.3	279 2.7	1040 2.0	5488 2.3
Print Mat. Purchased	529 2.7	350 2.5	500 2.6	806 2.8	45 3.0		476 1.7		120 0.0	42 3.0	2868 2.4
Subscription Pubs	799 2.8	1116 1.9	1546 2.5	1658 2.7	103 2.0	761 2.3	286 2.3	1311 2.9	504 3.0	504 3.0	8588 2.6
Owned Books, Mat.	7821 2.7	3217 2.4	3774 2.3	2628 2.6	2340 2.8	2216 2.4	2738 2.9	1891 2.1	557 1.7	408 2.9	27590 2.5
Commercial TV	161 2.4	307 2.6	580 2.1	280 2.0	180 3.0	392 2.6	375 2.0	453 1.3			2728 2.1

NOTE: MAXIMUM POSSIBLE SAT. SCORE = 3.00

*NATUR = PLANTS AND ANIMALS

TABLE CONTINUES ON NEXT PAGE

TABLE R15. Projected Population Consulting Sources for Ten Most Important
General Subject Areas and Mean Satisfaction Scores, Region

Page 2 of 2

RANK:	1	2	3	4	5	6	7	8	9	10	
SUBJECT:	RELIG	EDUCA	HEALT	NATUR	BEHAV	ENVIR	TECHN	ECONO	ART/S	MATHE	TOTAL
QUESTIONNAIRE #:	111	108	101	99	102	98	110	105	109	97	
Educational TV		506 2.2	180 0.0								686 1.6
Radio Stations	180 3.0			361 3.0	160 3.0			180 3.0			881 3.0
Local Newspapers	1603 2.3	380 2.0	979 2.5	588 1.3	382 2.2	695 2.3	92 2.0	1216 2.0	180 3.0	170 3.0	6285 2.2
Wash.-Balt. Papers		90 2.0		57 3.0	57 3.0			491 2.0			695 2.2
Stores, Suppliers			36 2.0	271 2.0			128 2.0	85 2.0	87 2.0	180 3.0	787 2.2
Friends	1069 2.2	599 2.7	104 3.0	864 2.1	241 2.3	550 2.1	885 2.6			66 2.0	4378 2.3
Family Member, Imm.	230 2.2	884 2.2	363 2.2		895 3.0		173 3.0			120 2.0	2665 2.5
Other Fam. Member			394 2.0	261 2.6			270 2.0			40 2.0	965 2.2
Special Experts	1216 2.6	385 2.4	3690 2.3	1008 2.0	204 3.0	653 2.6	158 2.0	160 0.0	278 2.6	265 2.5	8017 2.3
Reference Librarian			66 2.0		448 2.0						514 2.0
Other Source	902 3.0	289 2.0		1176 3.0	179 3.0		1163 2.9		307 3.0	92 2.0	4108 2.9
TOTALS	24437 2.6	17745 2.3	15120 2.3	14318 2.4	7299 2.7	8719 2.3	8247 2.4	7203 2.2	4623 2.3	4882 2.4	112593 2.4

Library Circulation Material is second only to Owned Books and Materials in the total column, while Library Reference Material ranks eighth, overall, among sources consulted for these 10 problems. Circulation materials are the leading source for Art information and Reference Materials the leading source for Mathematics information. The library, as a single source, is the second most important in four other subject areas -- Education, Plants and Animals, Human Behavior and Environment -- and was the third most consulted source for Health Information.

Most respondents reported high levels of satisfaction with sources currently being consulted for General Subject Area information. The overall mean satisfaction score for all subjects and all sources was 2.4. Overall source satisfaction scores for the 10 subjects fell in a narrow range, from 2.2 to 2.7. Most of the popular sources achieved overall satisfaction scores in the 2.3 to 2.7 range. Library Circulation satisfaction score was 2.5, Reference was 2.3.

One possible area of attention is suggested by the mean satisfaction score for library Circulation Materials for Art and Mathematics, and for Reference Materials for Mathematics. Although these are areas in which the library is the leading source, satisfaction scores are somewhat lower (1.9, 1.9, 2.0) than for the other subject areas.

TABLE R16. TECHNICAL NOTES: A significant proportion of the No Response, Not Applicable percentages in this table are attributable to respondents who did indicate library use for general subject information, and thus, did not indicate reasons for non use.

TABLE R16. ANALYSIS: Thought Library Had No Relevant Informat-

TABLE R16. Percentage Distribution of Reasons for Library Non Use as
Information Source for Ten Most Important General Subject Areas,
Region

RANK:	1	2	3	4	5	6	7	8	9	10	
SUBJECT:	RELIG	EDUCA	HEALT	NATUR*	BEHAV	ENVIR	TECHN	ECONO	ART/S	MATHE	TOTAL
QUESTIONNAIRE #:	111	108	101	99	102	98	110	105	109	97	
Alternate Source Judged Better	16.3	11.8	16.8	8.4	13.6	16.3	11.7	19.2	23.9	21.9	14.5
Never Even Thought of Library	17.5	14.0	15.6	24.5	5.4	18.3	30.6	24.5	12.1	11.0	17.2
Thought Lib. Had No Relevant Info	9.0	1.5	5.0	4.6	4.4	14.0	8.0	7.8	0.0	9.5	6.3
Preferred More Private Source	20.5	16.3	5.8	10.2	3.8	5.3	11.5	15.5	5.7	9.8	11.4
Preferred Expert Opinion	5.5	7.6	12.6	2.5	4.2	0.0	0.0	2.1	0.0	0.0	4.7
No Transportation To Library	1.4	2.3	4.2	7.3	4.8	3.3	1.7	4.1	5.0	0.0	3.0
Lib. Accessibility Is a Problem	5.4	6.5	3.5	7.7	2.2	12.9	4.5	4.8	2.5	0.9	5.8
Library Hours Inconvenient	0.2	2.1	3.0	2.3	---	---	6.2	---	---	---	1.6
Other	9.1	4.7	8.4	7.5	4.3	0.0	9.6	5.5	2.7	8.0	6.3
No Response, N.A.	15.1	33.2	25.2	24.9	57.2	30.0	16.1	16.6	48.0	39.0	29.2

*NATUR = PLANTS AND ANIMALS

ion is a much less frequent response for this type of information. Although still not a large percentage, those who had accessibility problems with the library are about twice as prevalent as was the case with specific problem information. More important, perhaps, are the rather high percentage of respondents who Never Even Thought of Library as a source for general subject area information. This would seem to indicate that the public libraries in the region have, potentially, a still much wider public for an information service which many residents already use and value.

III.3. Findings Relating to Information Needs: Entertainment Activities

To explore the range of behavior pursued by people for entertainment and leisure time activities, and the means by which information is obtained about these activities, a series of questions was posed with this format:

"Do you participate or have a strong interest in _____, such as:"

Six broad categories of entertainment pursuits were identified in this manner. They were: Arts, Crafts, Athletics, Collecting, Animal Care and Training and Miscellaneous Leisure Activities. Within each category, five to ten specific activities were presented to the respondent, as well as an "other" option.

After the respondent had been given an opportunity to report a strong interest or participation in each of these activities, an additional series of questions was posed. This sequence followed the pattern utilized for other information needs: rank ordering of three most important activities, identification of the source

usually or most often used to obtain information about most important activity and a judgement about satisfaction with that source. If the library was not cited as the source usually used, the respondent was asked if he or she had ever tried to get information about this activity at their local public library. If so, a satisfaction judgement was requested; if not, the reason for non use was sought.

III.3.1. Content of "Entertainment Related" Tables

Eight tables were developed to present the data collected on Entertainment Activities and information needs pertinent to these activities.

TABLE RC17 provides a measure of participation and/or strong interest in the various activities and also provides total response data for each category of entertainment activity. RC18 ranks the 10 most important activities, by composite score. A comparison of the number of persons interested in each entertainment category and the number who indicated a need for additional information about these activities is presented in TABLE RC19.

Information sources consulted for entertainment activity categories and degree of satisfaction with sources, is displayed in TABLE R20, while R21 provides these data for the 10 most important entertainment activities.

TABLES R22 and RC23 provide a measure of satisfaction with the library as an information source -- the former focussing on the 10 most important activities, and the latter encompassing responses for all entertainment activities.

TABLE R24 deals with non use of the library for this type of information.

III.3.2. Analysis of Entertainment Activities Tables

TABLE RC17. TECHNICAL NOTES: Adult population interested in each individual activity is projected; totals for each entertainment category, which precede each list of specific activities, represent the sum of individual activity projections; these category totals, therefore, are not a count of individuals, since there are many multiple responses included.

TABLE RC17. ANALYSIS: The first fact that becomes evident from an examination of this table is that when presented with a list of such activities, people express the belief that they are strongly interested in (or participating in) a surprising number of different activities. Region-wide, each person in the projected population reported interest in an average of 17 of the 43 items in the table. Fifteen activities attracted the attention of more than 50 percent of the population. The top five each were reported by more than 70 percent of the population, Watching TV (90.8 percent) and Reading (84.2 percent), the two most popular, followed by Music (playing an instrument or listening to music), Doing Things as a Family and Vacation Travel.

The average number of activities cited per person, varied by entertainment category, as follows:

Miscellaneous Leisure Activities	= 6.26 activities/person
Craft Activities	= 3.15 activities/person
Athletic Activities	= 2.52 activities/person
Arts Activities	= 2.38 activities/person
Animal Care Activities	= 1.66 activities/person
Collecting Activities	= 1.24 activities/person

TABLE RC17. Projected Population and Percentage of Adult Population Indicating Participation in and/or Strong Interest in Entertainment Activities, Region and Counties

Page 1 of 1

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
ARTS, Total	28305	42697	27299	32392	26363	50746	98101	46273	354345
Drawing/Painting	4386 30.9	5669 26.9	3720 31.5	4010 30.2	4535 32.7	6839 38.5	17970 45.8	5577 31.9	52706 35.5
Music (Play/Listen)	9798 69.1	13257 63.0	8783 74.4	10659 80.2	8056 58.2	15556 87.7	30260 77.1	14588 83.5	110956 74.6
Theater	2963 20.9	5833 27.7	4751 40.3	4750 35.7	3762 27.2	10040 56.6	14471 36.9	8691 49.7	55260 37.2
Dance	7256 51.2	8330 39.6	5095 43.2	6327 47.6	4672 33.7	9606 54.1	14496 36.9	7527 43.1	63308 42.6
Photography	3817 26.9	8249 39.2	4849 41.1	6365 47.9	5338 38.5	8306 46.8	15906 40.5	8295 47.5	61126 41.1
Other Art Related	85 0.6	1359 6.5	101 0.9	281 2.1	2071 15.0	399 2.3	4998 12.7	1595 9.1	10889 7.3
CRAFTS, Total	35940	59557	33370	45986	47413	56531	124268	64608	467668
Gardening	7285 51.4	11434 54.3	6775 57.4	9380 70.6	8494 61.3	11979 67.5	26665 67.9	12681 72.5	94692 63.7
Cooking	7298 51.5	13707 65.1	7924 67.2	9844 74.1	8578 61.9	11451 64.5	26155 66.6	13069 74.8	98025 65.9
Sewing	4953 34.9	8569 40.7	4122 34.9	5965 44.9	6032 43.5	7204 40.6	16041 40.9	8335 47.7	61221 41.2

TABLE CONTINUES ON NEXT PAGE

TABLE RC17. Projected Population and Percentage of Adult Population Indicating Participation in and/or Strong Interest in Entertainment Activities, Region and Counties

Page 2 of 5

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Weaving, Knitting, etc.	2477 17.5	3649 17.3	3291 27.9	4532 34.1	3665 26.5	5221 29.4	9461 24.1	5356 30.6	37651 25.3
Furniture Refinishing	4145 29.2	6211 29.5	3869 32.8	4759 35.8	6262 45.2	6422 36.2	13890 35.4	8423 48.2	53980 36.3
Carving	1534 10.8	2889 13.7	723 6.1	2471 18.6	3896 28.1	2891 16.3	5707 14.5	3102 17.7	23213 15.6
General Handiwork	7934 55.9	11480 54.5	5573 47.2	8449 63.6	7973 57.6	11036 62.2	20579 52.4	10721 61.3	83744 56.3
Other Craft Related	314 2.2	1618 7.7	1093 9.3	586 4.4	2513 18.1	327 1.8	5770 14.7	2921 16.7	15142 10.2
<hr/>									
ATHLETICS, Total	30414	50313	28101	33518	36272	47123	102830	46496	375066
Base-, Foot-, Basketball	6394 45.1	12584 59.8	7724 65.5	7740 58.2	6616 47.8	9816 55.3	20065 51.1	10580 60.5	81517 54.8
Sail-, Row-, Swimming	6455 45.5	7563 35.9	5446 46.2	6517 49.0	6590 47.6	9011 50.8	19674 50.1	8473 48.4	69729 46.9
Tennis, Handball, etc.	3048 21.5	4688 22.3	2893 24.5	3916 29.5	5188 37.5	5821 32.8	11424 29.1	4961 28.4	41940 28.2
Fishing, Hunting, etc.	7466 52.6	9580 45.5	5392 45.7	7421 55.8	6580 47.5	8842 49.8	19582 49.9	9485 54.3	74347 50.0

TABLE CONTINUES ON NEXT PAGE

TABLE RC17. Projected Population and Percentage of Adult Population Indicating Participation in and/or Strong Interest in Entertainment Activities, Region and Counties

Page 3 of 5

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Horseback Riding	1070 7.5	4129 19.6	1601 13.6	1706 12.8	3097 22.4	2703 15.2	11576 29.5	4259 24.4	30141 20.3
Bowling	5896 41.6	8545 40.6	4000 33.9	6082 45.7	5789 41.8	8556 48.2	13084 33.3	5185 29.7	57137 38.4
Other Athletic Related	85 0.6	3224 15.3	1045 8.9	136 1.0	2412 17.4	2374 13.4	7425 18.9	3553 20.3	20255 13.6
COLLECTING, Total	11581	27801	11782	16729	15196	22787	54612	24271	184759
Stamps	354 2.5	2601 12.4	1035 8.8	1039 7.8	1236 8.9	2535 14.3	3098 7.9	958 5.5	12856 8.6
Coins	1647 11.6	6514 30.9	2674 22.7	3991 30.0	3182 23.0	5497 31.0	15274 38.9	5043 28.8	43822 29.5
Antiques	2890 20.4	5368 25.5	3049 25.8	4399 33.1	3803 27.5	5612 31.6	12674 34.8	6522 37.3	45317 30.5
Souvenirs	3976 28.0	6565 31.2	2727 23.1	4120 31.0	3544 25.6	4248 23.9	12198 31.1	6448 36.9	43825 29.5
Firearms	2408 17.0	3817 18.1	1299 11.0	2648 19.9	1981 14.3	2915 16.4	3206 8.2	1960 11.2	20234 13.6
Other Collection Rel.	306 2.2	2936 13.9	998 8.5	532 4.0	1450 10.5	1980 11.2	7162 18.2	3340 19.1	18705 12.6

TABLE CONTINUES ON NEXT PAGE

TABLE RC17. Projected Population and Percentage of Adult Population Indicating Participation in and/or Strong Interest in Entertainment Activities, Region and Counties

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	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
ANIMAL CARE, Total	18632	29860	12983	25262	22148	40782	60990	35684	246339
Cats	3925 27.7	5679 27.0	2167 18.4	4725 35.5	4401 31.8	8336 47.0	14148 36.0	6319 36.1	49698 33.4
Dogs	10426 73.5	11563 54.9	5965 50.6	8413 63.3	7387 53.3	12957 73.0	23596 60.1	10600 60.6	90906 61.2
Horses	1105 7.8	4150 19.7	1043 8.8	3031 22.8	3268 23.6	5456 30.8	8277 21.1	4912 28.1	31243 21.0
Birds	2188 15.4	3578 17.0	2110 17.9	4166 31.3	2786 20.1	7842 44.2	7165 18.3	5221 29.9	35057 23.6
Farm Animals	771 5.4	2859 13.6	1199 10.2	4538 34.1	3669 26.5	5553 31.3	4946 12.6	6122 35.0	29657 20.0
Other Animal Related	217 1.5	2031 9.6	499 4.2	389 2.9	637 4.6	638 3.6	2858 7.3	2510 14.4	9778 6.6
LEISURE, Total	88713	125400	68742	81818	82554	114351	255839	113374	930795
Vacation Travel	10838 76.4	13315 63.3	7258 61.5	9277 69.8	9080 65.6	13569 76.5	29102 74.1	12992 74.3	105431 70.9
Playing Board Games	5744 40.5	9401 44.7	6346 53.8	6678 50.2	8362 60.4	10641 60.0	25534 65.1	10603 60.7	83309 56.0
Playing Card Games	8671 61.1	11091 52.7	8360 70.8	8061 60.6	7584 54.8	10844 61.1	22644 57.7	11109 63.5	88364 59.4

TABLE CONTINUES ON NEXT PAGE

TABLE RC17. Projected Population and Percentage of Adult Population Indicating Participation in and/or Strong Interest in Entertainment Activities, Region and Counties

Page 5 of 5

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Entertaining at Home	8569 60.4	13827 65.7	6662 56.5	9407 70.8	8940 64.5	13431 75.7	28041 71.4	12495 71.5	101373 68.2
Attending Movies	8264 58.3	11409 54.2	5958 50.5	6019 45.3	6885 49.7	9916 55.9	22651 57.7	9809 56.1	80912 54.4
Watching TV	13916 98.1	19334 91.8	10234 86.7	12339 92.8	12060 87.1	16613 93.6	34906 88.9	15559 89.0	134961 90.8
Reading	10981 77.4	18151 86.2	9674 82.0	11046 83.1	11745 84.8	15459 87.1	32954 84.0	15145 86.6	125155 84.2
Club Organizations	6393 45.1	8915 42.4	4714 39.9	5841 43.9	4387 31.7	7636 43.0	19768 50.4	6865 39.3	64520 43.4
Doing Things as Family	11628 82.0	14513 68.9	7401 62.7	10703 80.5	11174 80.7	12443 70.1	27430 69.9	14501 83.0	109792 73.9
Other Leisure Activity	93 0.7	1467 7.0	748 6.3	385 2.9	1618 11.7	---	6799 17.3	2092 12.0	13203 8.9

The list of Miscellaneous Leisure Activities, of course, included many that nearly everybody participates in, at least occasionally, and thus, might be more likely to acknowledge an interest in.

TABLE RC18. TECHNICAL NOTES: Composite score developed in same manner as was described for specific problem data [see Technical Notes, TABLE RC5, Page 50].

TABLE RC18. ANALYSIS: Because of the widespread interest reported in so many activities (RC17), ranking by composite scores is a much more valid measure of relative importance of these activities. The numerical range of the composite scores, from a high of .515 for Doing Things as a Family, to .171 for the tenth-ranked activity, Sewing, is wider than is the case for most important specific problems or most important general subject areas.

Watch TV, which was reported to be the most widespread entertainment activity, ranks 6th in importance, while Reading is second from both perspectives.

Three activities on the list of 10 most important ranked relatively low in number of persons expressing strong interest: Fishing (which was presented to respondents as Fishing, Hunting, Archery or Marksmanship); Baseball, Football, Basketball; and Sewing -- 5th, 9th and 10th ranked by composite score -- were 15th, 13th and 19th, respectively, in number of mentions (TABLE RC17).

This implies that adherents of these pasttimes, while smaller in number than those interested in other activities, are more likely to rank their hobbies among the top three in importance.

TABLE RC18. Composite Scores and Ranking, Ten Most Important Entertainment Activities, Region and Counties*

Page 1 of 2

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Drawing/Painting							.195 (9)		
Music (Play/Listen)			.187 (9T)	.230 (8)	.415 (4)	.310 (5)	.344 (5)	.480 (3)	.288 (8)
Gardening	.209 (10)	.357 (7)	.342 (4)	.532 (3)	.389 (5)	.486 (1)	.486 (2)	.505 (2)	.424 (4)
Cooking		.534 (2)	.218 (8)	.376 (6)	.469 (3)	.382 (3)	.509 (1)	.434 (4)	.434 (3)
Sewing				.223 (9)		.237 (9)		.271 (6)	.171 (10)
Weaving, Knitting						.203 (10)			
Furn. Refinishing								.207 (10)	
General Handiwork		.174 (9)			.259 (9)				
Base-,Foot-,Basketball	.225 (8)	.280 (8)	.283 (7)	.222 (10)	.355 (6)	.242 (8)	.343 (6)	.221 (8)	.283 (9)
Fishing, Hunting, etc.	.538 (2)	.426 (3)	.338 (5)	.559 (2)	.340 (7)	.379 (4)		.214 (9)	.325 (5)

*SEE NOTE AT END OF TABLE

TABLE CONTINUES ON NEXT PAGE

TABLE RC18. Composite Scores and Ranking, Ten Most Important Entertainment Activities, Region and Counties

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Dogs		.162 (10)					.179 (10)		
Vacation Travel	.383 (3)	.418 (4)	.323 (6)	.350 (7)	.273 (8)	.298 (6)	.248 (8)	.236 (7)	.309 (7)
Gambling	.210 (9)								
Entertaining at Home	.314 (5)		.187 (9)						
Watching TV	.335 (4)	.386 (5)	.621 (3)	.384 (5)	.252 (10)		.275 (7)		.310 (6)
Reading	.260 (7)	.373 (6)	.908 (1)	.425 (4)	.669 (2)	.437 (2)	.470 (3)	.409 (5)	.475 (2)
Club/Organization Act.	.278 (6)								
Doing Things as Family	.576 (1)	.652 (1)	.584 (2)	.623 (1)	.812 (1)	.251 (7)	.416 (4)	.511 (1)	.515 (1)

TABLE NOTE: Composite Scores compiled by assigning a score of 3 to each entertainment activity cited as "Most Important," 2 to those cited "Second Most Important" and 1 to those cited "Third Most Important." Totals for each activity were divided by the respective geographic area populations to provide standardized scores.

TABLE RC19. TECHNICAL NOTES: # Citing Interest and # Seeking Information are figures representing projected population interested in or seeking information about one or more activities in each category; Line Three for each category "% of Interested," is simply the percentage which Line Two is of Line One.

TABLE RC19. ANALYSIS: Two areas offer the most potential for fulfilling unmet information needs: 18.8 percent of persons interested in Crafts (95 percent of the adult population) would like additional information about their craft activities; 15.4 percent of those who pursue Miscellaneous Leisure Activities (virtually 100 percent of the population) would like more information. Adherents of Animal Care and Collecting Activities are least in need of additional information -- although together these two groups (which may overlap some) represent more than 15,000 persons in the region in need of information.

TABLES R20 and R21. ANALYSIS: The library is an important source for entertainment activity information. These tables indicate that the library is the leading institutional source utilized for this type of information, and stands behind only Owned Books and Subscription Publications among all sources identified. The library's Circulation and Reference Materials, taken together, account for more than 14 percent of all specific sources cited for all entertainment activities, and for 13 percent of those cited for the 10 most important entertainment activities.

Clearly, however, the majority of the population seldom go beyond their own resources or their friends for information about leisure time activities. Three-fifths of all responses tabulated in both TABLES R20 and R21 are of this nature, i.e., Self, No Source,

TABLE RC19. Projected Population Citing Interest In and Seeking Information About Entertainment Activities, by Category, Region and Counties

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
ARTS:									
# Citing Interest	11546	15987	9595	11781	11059	16655	35312	15380	127317
# Seeking Infor.	868	1988	574	1020	1274	2203	3933	1146	13008
% of Interested	7.5	12.4	6.0	8.7	11.5	13.2	11.1	7.5	10.2
CRAFTS:									
# Citing Interest	13133	20130	10909	12945	13185	16691	37538	16708	141240
# Seeking Infor.	1212	3956	1977	2667	2461	4042	7809	2491	26616
% of Interested	9.2	19.7	18.1	20.6	18.7	24.2	20.8	14.9	18.8
ATHLETICS, SPORTS:									
# Citing Interest	12026	17918	9847	11400	9886	15347	31962	15464	123851
# Seeking Infor.	1113	2661	734	1256	1216	2725	2008	875	12588
% of Interested	9.3	14.9	7.5	11.0	12.3	17.8	6.3	5.7	10.2
COLLECTING:									
# Citing Interest	8229	14271	6684	8435	8128	10865	25431	12384	94426
# Seeking Infor.	666	2038	336	379	1081	394	2814	674	8384
% of Interested	8.1	14.3	5.0	4.5	13.3	3.6	11.1	5.4	8.9
ANIMAL CARE:									
# Citing Interest	11516	14465	6753	10807	8749	15115	29603	13104	110113
# Seeking Infor.	402	892	264	595	935	772	1947	1079	6886
% or Interested	3.5	6.2	3.9	5.5	10.7	5.1	6.6	8.2	6.3
LEISURE ACTIVITIES:									
# Citing Interest	14180	21051	11693	13294	13596	17614	39251	17421	148100
# Seeking Infor.	2158	3311	2532	2834	1604	3469	5358	1607	22867
% of Interested	15.2	15.7	21.7	21.3	11.8	19.7	13.7	9.2	15.4

TABLE R20. Projected Population Consulting Sources for Entertainment Activity Categories, and Mean Satisfaction Scores, Region

Page 1 of 2

	Arts	Crafts	Sports	Collect	Animal	Leisure	Total
Self, No Source	954 0.7	3063 1.7	1848 1.2	180 0.0	847 1.2	4255 1.3	11146 1.3
Schools, Colleges	1397 1.6	851 1.8	1090 2.6	---	79 2.0	307 2.8	3724 2.1
Library, Circ.Mat.	1314 2.5	2143 1.9	1752 1.7	1212 2.0	298 2.7	4000 2.4	10719 2.0
Library, Ref. Mat.	277 0.7	630 2.1	820 2.6	94 2.0	327 3.0	1856 2.4	4005 2.3
Print Mat. Purchased	1221 2.7	1529 2.2	912 2.8	55 0.0	---	1902 2.5	5620 2.5
Subscription Pubs	991 2.3	2952 1.7	2023 2.1	---	992 2.1	5340 1.8	12298 1.9
Owned Books, Mat.	2297 2.6	9210 2.2	1735 2.0	732 2.0	1163 2.5	7809 2.1	22945 2.2
Commercial TV	472 2.0	410 1.3	813 2.8	254 3.0	---	1331 1.1	3279 1.8
Local Newspapers	566 2.0	450 1.2	546 2.4	---	---	3392 1.6	4953 1.7

TABLE CONTINUES ON NEXT PAGE

TABLE R20. Projected Population Consulting Sources for Entertainment Activity Categories, and Mean Satisfaction Scores, Region, Continued

Page 2 of 2

	<u>Arts</u>	<u>Crafts</u>	<u>Sports</u>	<u>Collect</u>	<u>Animal</u>	<u>Leisure</u>	<u>Total</u>
Stores, Suppliers	142 2.7	838 2.2	1161 2.3	286 2.6	102 3.0	2342 2.6	4871 2.5
Friends	911 2.1	2846 1.9	1546 1.9	698 1.7	517 2.8	2482 2.3	9000 1.7
Immed. Family Mem.	1103 1.8	1702 1.9	848 1.8	---	186 1.3	4526 2.2	8364 2.1
Special Experts	679 2.2	844 3.0	1346 2.2	---	649 2.5	249 0.6	3768 2.3
Other Source	886 2.5	3262 2.2	1056 2.2	---	838 1.5	3603 2.3	9645 2.2
TOTAL	13210 2.1	30730 2.0	17496 2.1	3511 1.9	5998 2.1	43394 2.0	114337 2.05

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TABLE R21. Projected Population Consulting Sources for Ten Most Important
Entertainment Activities, and Mean Satisfaction Scores,
Region

Page 1 of 2

RANK:	1	2	3	4	5	6	7	8	9	10	
ACTIVITY: /FAMILY/	READ /	COOK /	GARDEN/	FISH /	SEE TV/	TRAVEL/	MUSIC/	BASE B/	SEW /		
QUESTIONNAIRE #:	167	165	132	131	142	164	158	126	139	133	TOTAL
Self, No Source	2177 1.8	254 3.0	720 0.2	1104 1.9	796 1.8	753 0.0	507 0.2	773 0.6	255 3.0	248 2.3	7587 1.4
Schools, Colleges		307 2.8		64 2.0				400 0.9	719 3.0	352 2.4	1842 2.4
Government Pubs	296 0.8		385 2.0		121 3.0	28 0.0					830 1.5
Consum. Protec. Agen.	103 0.0	28 0.0									131 0.0
Other Govt. Agency				126 0.0			178 2.2				304 1.3
Relig. Institution	157 3.0	91 0.0	198 3.0	42 2.0	1 2.0			180 3.0			669 2.5
Library, Circ. Mat.	476 2.3	2866 2.8	862 1.4	690 2.7	121 3.0	64 2.0	346 0.6	35 3.0	1231 1.1		6691 2.1
Library, Ref. Mat.	272 2.0	1312 2.6	75 3.0	298 2.0		103 2.0	66 2.0	175 0.0	158 3.0	157 1.5	2616 2.2
Print Mat. Purchased	157 2.0	748 2.6	518 2.8	202 2.3	253 2.5	53 3.0	640 2.6	718 2.5		79 2.0	3368 2.5
Subscription Pubs	1494 1.9	1815 1.7	828 1.4	1761 1.9	1173 1.8	1445 2.0	64 2.0	280 2.0	535 2.3	245 1.3	9640 1.8
Owned Books, Mat.	3132 1.5	3036 2.4	3902 2.1	2673 2.2	299 1.5	269 2.3	648 3.0	602 2.0	812 2.2	269 1.0	15642 2.0
Commercial TV	339 2.7	217 2.2		104 1.6	87 3.0	722 0.7	53 2.0	218 0.9	345 2.8		2085 1.7
Radio Stations		160 0.0		180 0.0				530 1.7		159	870 1.0

TABLE CONTINUES ON NEXT PAGE

TABLE R21. Projected Population Consulting Sources for Ten Most Important
Entertainment Activities, and Mean Satisfaction Scores,
Region

Page 2 of 2

RANK:	1	2	3	4	5	6	7	8	9	10	
ACTIVITY:	/FAMILY/	READ /	COOK /	GARDEN/	FISH /	SEE TV/	TRAVEL/	MUSIC/	BASE B/	SEW /	
QUESTIONNAIRE #:	167	165	132	131	142	164	158	126	139	133	TOTAL
Local Newspapers	493 1.7	957 1.7		150 0.0		316 1.4	206 2.2	198 1.0	388 2.6	120 0.0	2828 1.6
Wash.-Balt. Papers	45 2.0		97 3.0								142 2.7
National Papers		80 0.0									80 0.0
Records, Tapes								724 1.9			724 1.9
Lectures, Pub.Events	176 2.0							121 2.0	154 2.0		451 2.0
Stores, Suppliers		735 2.5		663 2.2	242 2.5		1391 2.7	142 2.7			3173 2.5
Friends	367 1.9	35 2.0	689 1.5	969 2.2	1093 1.8		554 1.8	241 3.0	1 0.0	401 1.6	4350 1.9
Immed. Fam. Member	3109 2.1	126 2.0	480 2.7	161 2.0	201 1.8		779 2.7	91 3.0	399 1.2	388 2.9	5734 2.2
Other Fam. Member	209 2.4		132 2.4				57 2.0		289 2.9		687 2.6
Special Experts		79 2.0	84 3.0	176 3.0	756 2.0			521 2.0	244 1.9	35 2.0	1895 2.1
Reference Librarian	66 2.0										66 2.0
Other Source	1164 2.3	158 3.0	419 2.9	1150 2.1	682 2.2	175 0.0	708 2.4	66 2.0	254 2.0	415 2.1	5191 2.2
TOTALS	14232	13004	9389	10513	5825	3928	6197	6015	5784	2709	77596 1.6

Print Materials Purchased, Subscription Publications, Owned Books and Materials, Friends and Family Members.

Survey respondents appear to be moderately satisfied with present sources, overall. The mean satisfaction score for all categories and all sources is 2.05; for no entertainment category is the mean satisfaction score under 1.9 or over 2.1.

Among individual sources (for all entertainment activities), Friends and Local Newspapers had the lowest scores at 1.7. Library Reference Materials were rated 2.3 compared with 2.0 for Library Circulation Materials.

As a source for the 10 most important activities, the library's performance varied. Lowest satisfaction scores for library Circulating Materials were assigned by adherents of Vacation Travel; Baseball, Football, Basketball; and Cooking.

TABLES R22 and RC23. TECHNICAL NOTES: Data for these tables provided by respondents who did not name the library as a primary source, but who had tried the library for entertainment activity information; thus, population included in these tables are additional library users to those tabulated in TABLES R20 and R21.

TABLES R22 and RC23. ANALYSIS: Combining data from these and previously discussed tables, it can be seen that, region-wide, about 40 percent of the population have either used the library as a primary source for this type of information (R20), or have used it, on occasion. The degree of satisfaction expressed by the latter group is essentially the same as that of the former. If the percentages in the final columns of TABLES R22 and RC23 are converted to Mean Satisfaction Scores, they become 2.4 for the 10 most important entertainment activities and 2.3 for all entertainment activities,

TABLE R 22. Projected Population and Percentage Distribution of "Satisfaction"
Responses of Persons Who Have Tried Library to Obtain Information
About Ten Most Important Entertainment Activities, Region

RANK:	1	2	3	4	5	6	7	8	9	10	
ACTIVITY:	/FAMILY/	READ /	COOK /	GARDEN/	FISH /	SEE TV/	TRAVEL/	MUSIC/	BASE B/	SEW /	
QUESTIONNAIRE #:	167	165	132	131	142	164	158	126	139	133	AVERAGE
ed Popula- no Have Library	3713	7622	2122	2308	1309	429	1968	3018	2925	1379	2679
ult Pop.	2.5	5.1	1.4	1.6	0.9	0.3	1.3	2.0	2.0	0.9	1.8
ly Satis-	1488 40.1	4271 56.0	1060 50.0	1668 72.3	80 6.1	240 55.9	1024 52.0	884 29.3	1611 55.1	273 19.8	1260 47.0
isfied	1878 50.6	2094 27.5	1062 50.0	600 26.0	987 75.4	189 44.1	697 35.4	1571 52.1	1208 41.3	1064 77.2	1135 42.4
Extent sfied	347 9.3	1257 16.5	---	40 1.7	242 18.5	---	247 12.6	563 18.7	106 3.6	42 3.0	284 10.6

TABLE RC23. Percentage Distribution of "Satisfaction" Responses of Persons Who Have Tried Library to Obtain Information on Entertainment Activities, in Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Projected Popula- tion Who Have Tried Library	3792	5486	1673	2642	4053	6289	17033	4435	45403
% of Adult Pop.	26.7	26.1	14.2	19.9	29.3	35.4	43.4	25.4	30.5
Extremely Satis- fied	35.0	48.9	28.2	15.3	27.4	29.6	61.5	46.4	44.9
Just Satisfied	59.4	44.9	51.4	66.2	60.1	64.7	25.6	48.0	44.8
To Some Extent Unsatisfied	5.6	6.2	20.4	18.6	12.5	5.7	12.9	5.6	10.3

scores which are, in fact, slightly higher than those assigned by persons who utilized the library as a primary source.

Among the 10 most important activities, less satisfaction with the library's information was expressed by those interested in Fishing, Hunting, etc., Sewing and Music.

TABLE R24. TECHNICAL NOTES: No Response, Not Applicable percentages include some 40 percent of population who had used the library and thus did not respond to the question on which this table is based.

TABLE R24. ANALYSIS: Most library non use for this type of information stems from the "mental set" which places the library beyond the consciousness of the potential user, insofar as entertainment information is concerned. Never Even Thought of Library was the response of 13.7 percent of the population -- which is about one-third of those who have never tried the library for this purpose. The rest of the non use is distributed fairly evenly among the other answer choices.

III.4 Findings Relating to Information Needs: Education

TABLES R25 through RC28.A and RC28.B. present data on formal and self educational activities, and related information needs. Sources for these data were a sequence of questions eliciting details on enrollment or self study activity, purposes of the educational activity, source of information for assistance in educational pursuits and extent of source satisfaction. Additionally, questions about use or non use and satisfaction with the public library were asked.

TABLE R24. Percentage Distribution Identifying Reasons for Library
Non Use for Information Needed for Entertainment Areas,
Region

	<u>Arts</u>	<u>Crafts</u>	<u>Sports</u>	<u>Collect</u>	<u>Animal</u>	<u>Leisure</u>	<u>Total</u>
Alternate Source Judged Better	4.5	4.4	4.8	---	14.4	5.4	5.3
Never Even Thought of Library	12.4	18.7	15.8	9.7	9.4	10.9	13.7
Thought Lib. Had No Relevant Info	4.0	3.5	5.6	7.5	2.4	10.6	6.7
Preferred More Private Source	6.1	5.3	1.6	4.8	4.1	5.6	4.8
Lib. Accessibility Is a Problem	3.3	5.9	6.1	2.1	5.8	4.2	4.8
Other	4.1	4.7	4.6	---	9.9	5.5	5.1
No Response , N.A.	65.6	57.6	61.5	75.9	54.1	57.8	59.6

III.4.1. Content of "Education Related" Tables

TABLE R25 records the extent and nature of educational participation, its primary purpose and whether the activity is being supplemented by additional skill improvement. Sources of information to assist in educational activities are tabulated, with satisfaction levels, in Table R26. Levels of satisfaction reported by those who have tried the library are displayed in TABLE R27, and RC28.A. and B. provide library non use data for formal and self education participants.

III.4.2. Analysis of Education Tables

TABLE R25. ANALYSIS: Nearly as large a segment of the population report involvement in self education as in formal programs, and more of those pursuing self education say their purpose is to improve job skills.

Preparing for an occupation is the single purpose cited most often by those in formal educational programs, although more than one-third of this group gave more abstract reasons such as To Be Better Educated or Self Enrichment.

TABLE R26. TECHNICAL NOTES: It was assumed that the primary sources of information for most formal educational programs were the textbooks and other materials associated with the course of study. In order to determine what sources were used to supplement such materials, the question was phrased, "What is the primary source of information you are utilizing, other than textbooks, to fulfill your academic requirements?"

TABLE R25. Projected Population and Percentage Distribution Participating in Formal and Self Educational Activities, Region

	F O R M A L E D U C A T I O N A L P R O G R A M S						TOTAL	SELF EDUC
	High Schl	Jr. Col	4 Yr Col	Grad/ Prof	Voc- Tech	Other, Not Rep	FORMAL EDUC	
FULL OR PART TIME:								
Full Time	4955 82.2	680 49.6	3378 78.8	---	520 25.6	774 58.7	10307 59.5	
Part Time	732 12.1	517 37.7	726 16.9	1076 100.0	1166 57.4	1759 41.4	5976 24.5	
Unrecorded	343 5.7	175 12.8	184 4.3	---	347 17.1	---	1049 6.1	
TOTAL ACTIVE	6030	1372	4288	1076	2033	2532	17331	15095
PRIMARY PURPOSE:								
Improve Job Skills	228 3.8	374 27.2	400 9.3	736 68.4	429 21.1	557 22.0	2724 15.7	3278 21.7
Prepare for Occup.	1967 32.6	452 33.0	1388 32.4	---	458 22.5	284 11.2	4549 26.2	1189 7.9
Be Better Educated	1965 32.6	278 20.3	1234 28.8	160 14.9	416 20.5	301 11.9	4354 25.1	2597 17.2
Self Enrichment	---	---	828 19.3	59 5.5	207 10.2	893 35.3	1987 11.5	3788 25.1
Other	1375 23.8	---	254 5.9	121 11.2	175 8.6	151 6.0	2076 12.0	4243 28.1
No Response	495 8.2	268 19.5	184 4.3	---	347 17.1	347 13.7	1641 9.5	---
ADDITIONAL SKILL IMP:								
Yes	882 14.6	---	665 15.5	683 63.5	612 30.1	380 15.4	3222 18.6	
No	3104 51.5	931 67.9	2189 51.0	232 21.6	1074 52.8	1138 46.0	8668 50.0	
No Resp./Not Appl.	2044 33.9	441 32.1	1434 33.4	160 14.9	347 17.1	957 38.7	5383 31.1	

TABLE R26. Projected Population Consulting Sources for Educational Activities, and Mean Satisfaction Scores, Region

	F O R M A L E D U C A T I O N A L P R O G R A M S						TOTAL FORMAL EDUC	SELF EDUC
	High Schl	Jr. Col	4 Yr Col	Grad/ Prof	Voc- Tech	Other, Not Rep		
Self, No Source	334 0.0	253 0.0	87 3.0		96 0.0	1369 0.0	2139 0.1	693 0.2
Schools, Colleges	421 2.3	231 0.8	1783 2.8	157 3.0	591 3.0	805 2.0	3991 2.5	1496 1.8
Government Pubs								96 2.0
Consum.Prot. Agency			481 0.0	75 0.0			556 0.0	245 0.0
Other Govt. Agency						120 0.0	120 0.0	1095 1.1
Relig. Institution								414 2.6
Library, Circ. Mat.	735 1.5		422 2.9			101 1.2	1258 2.0	2798 2.5
Library, Ref. Mat.	1792 2.4	45 2.0	661 2.6	160 2.0	416 3.0	157 3.0	3231 2.5	1163 1.8
Print Mat. Purchased	96 2.0					383 2.6	479 2.5	1152 2.6
Subscription Pubs			40 2.0			120 0.0	160 0.5	928 2.2
Owned Books, Mat.	426 2.2	459 2.7		504 0.0		482 1.6	1871 1.6	4107 1.7

TABLE CONTINUES ON NEXT PAGE

TABLE R26. Projected Population Consulting Sources for Educational Activities, and Mean Satisfaction Scores, Region

	F O R M A L E D U C A T I O N A L P R O G R A M S						TOTAL FORMAL EDUC	SELF EDUC
	High Schl	Jr. Col	4 Yr Col	Grad/ Prof	Voc- Tech	Other, Not Rep		
Commercial TV						59 2.0	59 2.0	88 3.0
Educational TV	198 3.0						198 3.0	355 0.4
Radio Stations	96 2.0						96 2.0	80 3.0
Local Newspapers						180 2.0	180 2.0	
Lectures, Pub.Events		86 3.0	159 2.7	121 3.0		76 2.0	442 2.7	257 2.8
Stores, Suppliers								358 2.6
Friends	375 2.7					87 3.0	462 2.7	197 1.2
Immed. Fam. Member								64 2.0
Special Experts	261 2.2		75 3.0			159 3.0	495/ 2.6	1051 2.4
Other Source	360 2.5	121 3.0	35 2.0		42 3.0	80 2.0	638 2.5	1340 2.1
TOTALS	5094 2.1	1198 1.8	3743 2.4	1017 1.1	1145 2.7	4178 1.3	16375 1.936	17977 1.902

TABLE R26. ANALYSIS: This table documents the library's prominent role as an information source for educational needs. For formal education, the library is the most frequently consulted source, if Circulation and Reference Materials are considered together; considered separately, Reference Materials are second only to the schools themselves as an information source. Owned Books and Print Materials Purchased together constitute another source of some importance.

For self education, the library also plays an important role, and for this, Circulation Materials are more frequently consulted than Reference. Owned Books is the leading source for self education and Print Materials Purchased adds a sizeable additional number who depend on their own resources.

Source satisfaction, for all sources, is 1.9 for both types of educational activity. As for library materials, Circulation Materials get higher marks by self education participants than from those in formal programs (2.5 to 2.0), while the reverse is true for Reference Materials (1.8 to 2.5).

TABLE R27. ANALYSIS: Self education practitioners who have tried the library for information have been somewhat more satisfied than those in formal educational programs. Within the latter category, high school students recorded the lowest percentage of persons "Extremely Satisfied," and those in graduate or professional programs had the highest percentage of "unsatisfied" responses.

TABLES RC28.A. and RC28.B. ANALYSIS: These tables reveal differing patterns of reasons for library non use between formal and self education participants. Of those enrolled in formal pro-

TABLE R27. Percentage Distribution of "Satisfaction" Responses of Persons Who Have Tried Library to Obtain Information to Assist in Educational Activities, Region

	F O R M A L E D U C A T I O N A L P R O G R A M S						TOTAL	
	High Schl	Jr. Col	4 Yr Col	Grad/ Prof	Voc- Tech	Other, Not Rep	FORMAL EDUC	SELF EDUC
Projected Popula- tion Who Have Tried Library	3302	990	2026	415	92	954	6825	16338
% of Adult Pop.	2.2	0.7	1.4	0.3	0.1	0.6	4.6	11.0
Extremely Satis- fied	28.6	52.1	58.2	43.4	100.0	40.5	42.7	64.6
Just Satisfied	66.3	47.9	25.5	38.6	---	53.6	48.9	34.1
To Some Extent Unsatisfied	5.1	---	16.2	18.1	---	6.0	8.4	1.3

TABLE RC28.A. Projected Population (& Percentage Distribution) Identifying Reasons for Library Non Use for Information Needed for Formal Educational Programs, Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Alternate Source Judged Better	93 64.1		106 58.9	86 10.7	87 45.5		1455 61.3		1827 36.0
Never Even Thought of Library		195 30.2				35 6.4			230 4.5
Thought Lib. Had No Relevant Info		80 12.4		354 44.1				63 33.3	497 9.8
Preferred More Private Source							920 38.7	63 33.3	983 19.4
Preferred Expert Opinion					104 54.5	254 46.8			358 7.1
No Transportation To Library				121 15.1					121 2.4
Lib. Accessibility Is a Problem			74 41.1	242 30.1					316 6.2
Library Hours Inconvenient		92 14.3				254 46.8			346 6.8
Other	52 35.9	278 43.1						63 33.3	393 7.7
TOTAL	145	645	180	803	191	543	2375	189	5071

TABLE RC28.B. Projected Population (& Percentage Distribution) Identifying Reasons for Library Non Use for Information Needed for Self Educational Activities, Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
Alternate Source		80	56	121	28	115		75	475
Judged Better		7.7	14.8	20.3	5.8	16.3		6.8	5.9
Never Even Thought of Library		612			97	289	1643	583	3224
		59.0			20.3	41.0	45.1	52.8	40.4
Thought Lib. Had No Relevant Info	40 100.0	102 9.8	55 14.6	121 20.3	163 34.0		784 21.5		1265 15.8
Preferred More Private Source				217 36.3		57 8.1	652 17.9	75 6.8	1001 12.5
Preferred Expert Opinion			158 41.8	42 7.0					200 2.5
No Transportation To Library			64 16.9						64 0.8
Lib. Accessibility Is a Problem		160 15.4		96 16.1		187 26.5		189 17.1	632 7.9
Library Hours Inconvenient									0 0.0
Other		84 8.1	45 11.9		191 39.9	57 8.1	564 15.5	183 16.6	1124 14.1
TOTAL	40	1038	378	597	479	705	3643	1105	7985

grams who have not used the library, nearly two-thirds expressed a preference for sources either more private, more expert or otherwise judged to be better. In contrast, 56.2 percent of those in self-educational activities Never Even Thought of Library or Thought Library Had No Relevant Information on their subject.

To keep the matter in perspective, it should be recalled that the total number of those who have not used the library for educational information is low: non users in formal educational programs constitute only 3.4 percent of the adult population, and those in self education, 5.3 percent.

III.5 Findings Related to the Comparison of Types of Information Needs

This section presents the data of two summary tables, RC29, which ranks types of information needs by a composite score, and R30, which summarizes reasons for Library Non Use for the various information needs. A third table which includes additional summary data, TABLE R40, will be covered in Section III.6 because it deals also with library usage.

III.5.1. Analysis of Comparison Tables

TABLE RC29. TECHNICAL NOTES: See note below table for explanation of composite score.

TABLE RC29. ANALYSIS: Information needed to solve problems, to become informed about general subjects and to pursue entertainment activities ranked 1st, 2nd and 3rd in the region, overall, within a fairly narrow scoring range (3.22 to 3.06 to 2.98). Information

TABLE RC29. Composite Ranking of Types of Information Needs,
Region and Counties

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
INFORMATION NEEDED TO:									
Solve Problems	3.27 (3)	3.12 (2T)	2.44 (3)	3.37 (1)	3.16 (1)	3.27 (1)	3.28 (1)	3.42 (1)	3.22 (1)
Learn About General Subjects	3.56 (2)	3.14 (1)	2.80 (1)	3.34 (2)	2.90 (3)	3.20 (2)	2.85 (3)	2.90 (2)	3.06 (2)
Pursue Entertainment Activities	3.62 (1)	3.12 (2T)	2.59 (2)	3.01 (3)	2.92 (2)	2.70 (3)	2.93 (2)	2.89 (3)	2.58 (3)
Assist in Formal Education	2.51 (4)	2.46 (5)	1.92 (5)	2.55 (4)	2.42 (4)	2.25 (5)	2.43 (4)	2.40 (5)	2.40 (4)
Assist in Self Education	1.94 (5)	2.66 (4)	2.03 (4)	2.25 (5)	2.24 (5)	2.40 (4)	2.40 (5)	2.43 (4)	2.35 (5)

NOTE: Composite score compiled as follows: Each respondent was asked to rank the above five types of information need in order of importance to them. Each #1 ranking was assigned a weight of 5, each #2 ranking a weight of 4, each #3 ranking a weight of 3, each #4 ranking a weight of 2 and each #5 ranking a weight of 1. Total weights thus obtained were divided for each geographic area by its respective population to provide a standardized composite score upon which to base the rankings presented in parentheses above.

for education purposes, formal and self, ranked a more distant 4th and 5th.

Problem solving information needs ranked 1st in five counties, general subject needs were 1st in two counties and entertainment needs were predominate in one county.

TABLE R30. TECHNICAL NOTES: The first three columns of the table, under Specific Problems, record the non use percentage distribution for the problems ranked 1st, 2nd and 3rd in importance. The fourth column presents an average percentage for the three problem responses.

TABLE R30. ANALYSIS: Overall, what may be termed "perceptual" factors (Never Even Thought of Library and Thought Library Had No Relevant Information) accounted for the greatest amount of non use (over 21 percent of the population, and about half of the non user group).

Another 15.8 percent of total population (and 36 percent of non users) expressed "preferential" reasons (Preferred More Private, More Expert or Otherwise Better Source).

Only 6.5 percent of total population (15 percent of non users) cited "physical" or other reasons for non use (Transportation, Accessibility, Library Hours, Other).

There was some variation in distribution of non use reasons among type of information. Problem Solving, Entertainment and Self Education had about half of their non use attributed to perceptual reasons. General Subject needs drew less perceptual and greater preferential and physical reasons, as did Formal Education to an even greater extent.

TABLE R30. Summary: Percentage Distribution of Reasons for Library
Non Use as Information Source for Various Information Needs,
Region

I N F O R M A T I O N N E E D S F O R :

	S p e c i f i c 1st	2nd	P r o b l e m s 3rd	Avg	Gen. Subjs.	Enter- tain.	Formal Educ.	Self Educ.	TOTAL
Alternate Source Judged Better	12.3	9.2	8.3	9.9	14.2	5.2	1.2	0.3	7.24
Never Even Thought of Library	16.7	14.5	10.7	14.0	17.2	13.6	0.2	2.2	10.73
Thought Lib. Had No Relevant Info	24.8	20.1	16.1	20.3	6.2	6.5	0.3	0.9	10.70
Preferred More Private Source	6.3	6.2	4.2	5.6	11.2	4.7	0.7	0.7	4.86
Preferred Expert Opinion	9.6	6.3	4.3	6.7	4.6	0.9	0.2	0.1	3.71
No Transportation to Library	1.5	1.2	0.7	1.1	3.0	1.4	0.1	---	1.13
Lib. Accessibility Is a Problem	2.0	2.6	1.7	2.1	5.7	3.1	0.2	0.4	2.24
Library Hours Inconvenient	0.1	0.3	0.1	0.2	1.6	0.3	0.2	---	0.37
Other	2.8	1.7	3.8	2.8	6.1	4.1	0.3	0.7	2.79
No Response, N.A.	23.9	37.8	50.1	37.3	30.3	60.3	96.6	94.7	56.24

III.6 Findings Relating to Library Use Behavior and User/Non User Profiles

While the primary emphasis of this study was on information needs, a considerable body of data about library usage was also collected. Information was obtained on each respondent's last contact with the public library, frequency of contact, his or her recall of the library's resources, which resources had been utilized and which potential resources might be utilized if available. Additional data was gathered on the most frequent and secondary purposes for using the library, on respondents' overall judgement of the library, the convenience of library hours and the source of current reading material.

III.6.1. Content of "Library Related" Tables

TABLE RC31 shows the distribution of users, non users and former users within the total population, TABLE RC33 shows frequency of use among users and TABLE R32 provides a demographic profile of persons within these various categories of library behavior.

TABLE R34 combines data on the recall, usage and potential usage of library resources by users and non users. Purpose of library visits is the subject of TABLES RC35 and 36.

TABLE RC37 reflects opinions on library hours and RC38 on the overall rating of the public library. TABLE RC39 provides details on current reading habits and source of reading material.

Table R40 shows differences between users and non users in

sources consulted for various information needs.

III.6.2. Analysis of Library Tables

TABLE RC31. TECHNICAL NOTES: For criteria used to qualify respondents as users, former users or non users, see definitions on Page 6, Section I of this report. Percentages of sub-categories of users, former users and non users add to the totals for each of these major headings. Projected adult (over 15 years) population totals are presented at bottom of each column in table.

TABLE RC31. ANALYSIS: Region-wide, distribution of users, non users and former users is within a range consistent with data from user surveys conducted in other areas, although a percentage of 44.8 percent users is among the higher use rates reported.

One quarter of the adult population indicated some library contact within the month prior to the survey, another figure which compares favorably to usership reported elsewhere.

The respondents classified as "former users" represent a tantalizing target group for library programming. If this group could be attracted "back" to the library, the resultant user rate would approach three-fifths of the adult population.

User - non user rates were fairly consistent in the counties, with the exception of Caroline County, where somewhat higher user and lower former user rates were reported. This is largely attributable to the fact that the sample in Caroline County included more than twice as high a percentage of young persons 15-17, most of whom were still high school students and consequently part of a high user group (many of whom will likely become former users after graduation).

TABLE RC31. Population Projections & Percentage Distribution of Last Contact with Public Library, Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
LIBRARY USERS, Total	8851 62.5	8405 39.9	4775 40.5	5428 40.8	5807 41.9	8322 46.9	17914 45.6	7020 40.2	66522 44.8
Within Last Year	3486 24.6	3807 18.1	1854 15.7	2449 18.4	3755 27.1	3488 19.7	8081 20.6	2387 13.7	29307 19.7
Within Last Month	3356 23.7	2835 13.5	1731 14.7	11733 13.0	1092 7.9	2121 12.0	5338 13.6	2314 13.2	20521 13.8
Within Last Week	2009 14.2	1763 8.4	1190 10.1	1246 9.4	960 6.9	2713 15.3	4495 11.5	2319 13.3	16694 11.2
FORMER USERS, Total	294 2.1	3782 18.0	1636 13.9	1606 12.1	2317 16.7	2803 15.8	9136 23.3	2667 15.3	24241 16.3
Non Student	294 2.1	3679 17.5	1562 13.2	1606 12.1	2099 15.2	2549 14.4	8720 22.2	2342 13.4	22851 15.4
Student	---	103 0.5	74 0.6	---	218 1.6	254 1.4	416 1.1	325 1.9	1390 0.9
NON USERS, Total	5035 35.5	8864 42.1	5388 45.7	6260 47.1	5727 41.3	6617 37.3	12202 31.1	7794 44.6	57889 38.9
Not Since School	697 4.9	2644 12.6	966 8.2	1058 8.0	1441 10.4	1668 9.4	3758 9.6	1581 9.0	13814 9.3
Don't Remember, Don't Know	3751 26.5	2604 12.4	1344 11.4	3198 24.1	2386 17.2	2158 12.2	3121 8.0	3419 19.6	21982 14.8
Never, No Response	587 4.1	3616 17.2	3078 26.1	2004 15.1	1900 13.7	2791 15.7	5323 13.6	2794 16.0	22093 14.9
TOTALS	14181	21051	11800	13294	13851	17741	39251	17481	148650

TABLE R32. TECHNICAL NOTES: Under Former Users, column heading "Grad" refers to persons who have used the library since graduating from school, but not within last year. For definition of all headings, see Page 6, Section I. Columns to the right of the double line provide percentages based on user responses only. For projected number of users in each frequency of use category, see TABLE RC33.

TABLE R32. ANALYSIS: This table provides comparative demographic profiles of library users, former users and non users, as well as profiles of library users of various intensity. In order to determine the significance of the patterns of distribution, they should be compared with the pattern by which these variables are distributed in the total population, as presented in TABLE RC1, and repeated, in part, in the final column of R32.

The "Within Last Year" user and the "Occasional" user perhaps come closest to fitting the general population profile, although not precisely.

Some of the most significant distributions in R32 are:

Non student former users are more likely to be women.

Regular users are heavily dominated by women, although housewives are not overly represented in this group.

Men are most heavily represented among Frequent users.

Blacks are underrepresented in the "Last Month" and "Last Week" user groups, and among all frequency categories except Occasional.

Blacks are over represented among non users.

Non users are more likely to be found among senior citizens and the 45 to 64 age group.

TABLE R32. Percentage Distribution of Library Use
by Demographic Characteristics, Region

		LIBRARY USERS WITHIN LAST:			FORMER USERS		NON USERS	USERS, BY FREQUENCY OF USE			
		Year	Month	Week	Grad	Stu		Rare	Occ	Reg	Freq
SEX:		RCL:									
	Male	46.6	40.1	49.6	39.3	85.3	50.8	50.4	45.8	28.6	53.3 / 46.8
	Female	53.4	59.9	50.4	60.7	14.7	49.2	49.6	54.2	71.4	46.7 / 53.2
RACE:											
	White	78.5	82.5	86.6	82.4	85.1	66.4	81.9	76.6	84.3	87.9 / 76.9
	Black	21.5	17.5	13.4	17.6	14.9	33.6	18.1	23.4	15.7	12.1 / 23.1
AGE:											
	15 - 17	7.3	6.1	15.6	2.2	4.5	1.4	10.5	6.0	9.3	11.1 / 4.8
	18 - 24	15.1	26.8	12.7	20.0	38.2	14.0	24.5	18.1	13.4	16.5 / 16.0
	25 - 44	33.9	37.7	39.5	34.4	20.3	27.0	24.3	40.6	46.4	34.1 / 31.6
	45 - 64	27.7	21.0	21.3	27.7	---	33.5	28.8	20.0	29.8	23.6 / 29.4
	65 + Over	16.0	8.3	10.9	15.7	---	24.1	11.9	15.3	1.1	14.7 / 18.0
OCCUPATION:											
	Profess./Technical	5.5	14.6	13.1	11.3	---	3.1	10.8	7.0	10.4	13.7
	Managers/Admins.	5.8	0.6	1.6	4.9	---	2.4	8.0	2.3	0.7	2.0
	Sales/Service	2.4	10.5	1.5	8.7	7.8	6.5	0.6	5.5	10.3	3.5
	Operatives	4.2	8.1	1.7	8.0	---	7.0	1.8	3.6	8.7	6.1
	Laborers	3.9	3.0	4.2	3.3	8.0	12.1	3.4	6.2	1.5	1.2
	Clerical	3.8	6.5	5.2	7.2	---	4.0	1.6	4.6	9.7	5.8
	Craftsmen	7.5	6.0	7.8	7.1	---	6.9	6.1	9.0	2.2	9.0
	Farm Related	2.4	---	---	1.7	---	5.0	4.3	---	1.2	---
	Housewife	30.1	34.0	27.1	30.3	2.2	26.8	23.7	33.2	29.8	23.4
	Retired	15.2	3.9	12.7	11.7	---	19.3	16.2	11.6	0.3	14.4
	Military	---	---	1.0	0.5	---	---	---	---	1.5	---
	Student	11.5	6.4	20.7	2.6	82.0	1.4	14.9	8.6	11.6	17.0
	Unemployed	6.1	6.4	2.5	2.5	---	5.4	4.9	8.3	2.2	2.8

TABLE R32. Percentage Distribution of Library Use
by Demographic Characteristics, Region

	LIBRARY USERS WITHIN LAST:			FORMER USERS		NON USERS	USERS, BY FREQUENCY OF USE			
	Year	Month	Week	Grad	Stu		Rare	Occ	Reg	Reg
EDUC. ATTAINMENT:										
										<u>RC1:</u>
9th Grade or Less	8.8	5.9	3.6	21.6	---	30.2	9.5	7.0	5.3	2.9 / 17.8
Some H.S., Not Grad	20.4	14.5	16.8	11.3	43.5	18.0	19.4	18.3	19.7	13.7 / 16.6
H.S. or G.E.D.	34.8	38.3	28.6	45.0	14.9	37.4	31.3	36.7	38.8	32.4 / 35.6
Comp. Some Col.	19.3	16.2	24.3	6.2	41.7	7.6	18.2	19.9	14.3	21.2 / 13.8
Col. Grad or +	12.0	19.5	21.8	10.7	---	2.6	13.4	14.1	16.9	25.3 / 10.7
Vocat.-Tech. Train	4.0	5.1	1.9	1.5	---	3.4	8.2	3.1	4.1	1.3 / 4.0
INCOME:										
Less Than \$4,000	5.3	4.9	5.5	12.2	---	18.0	5.6	5.5	4.5	3.7 / 20.4
\$4,000-\$5,999	6.0	8.8	5.5	12.0	16.8	15.8	8.5	7.5	4.1	3.8 / 10.9
\$6,000-\$9,999	18.9	15.9	12.7	24.8	18.3	22.6	18.0	14.8	12.1	22.4 / 10.5
\$10,000-\$15,999	26.2	26.5	26.9	15.5	6.2	15.4	29.7	24.4	28.6	26.0 / 19.6
\$16,000 or More	19.1	21.2	22.0	18.8	---	9.7	9.1	19.6	31.3	26.2 / 17.2
NUMBER OF VEHICLES:										
One	34.0	38.3	21.2	36.5	41.4	37.5	36.8	34.2	27.9	28.7
Two	42.6	41.7	59.7	38.6	5.3	31.8	34.3	35.8	44.8	54.2
Three	18.3	15.7	15.9	13.0	53.3	10.4	10.9	24.9	13.7	13.4
Four or More	3.9	3.9	2.9	9.8	---	15.3	14.0	3.9	3.6	2.9
TOTAL RESIDENTS:										
One	8.8	10.4	29.7	7.6	0.1	12.1	8.5	10.1	3.6	5.8
Two	25.9	23.6	14.0	41.4	---	35.0	22.6	28.2	18.1	32.5
Three	15.7	20.4	26.9	18.4	23.4	21.6	20.8	13.4	21.4	15.0
Four	24.4	28.2	21.0	16.1	69.2	13.2	28.2	23.9	27.4	26.1
Five or More	24.7	17.3	5.9	16.5	7.3	18.1	19.2	24.4	29.5	20.6

TABLE R32. Percentage Distribution of Library Use
by Demographic Characteristics, Region

	LIBRARY USERS WITHIN LAST:			FORMER USERS		NON USERS	USERS, BY FREQUENCY OF USE			
	Year	Month	Week	Grad	Stu		Rare	Occ	Reg	Freq
NO. OF PRE-SCHOOL:										
Zero	80.9	72.1	77.4	71.9	85.3	80.9	78.3	79.3	66.2	83.7
One	14.0	22.4	16.8	20.9	12.6	16.1	16.2	15.5	26.9	11.2
Two or More	5.1	5.5	5.8	7.1	2.0	2.4	5.5	5.2	6.9	5.2
NO. CHILDREN, 6-14:										
Zero	65.9	64.4	60.4	73.2	59.6	73.2	77.3	64.1	54.7	60.0
One	16.4	21.3	24.1	15.1	12.6	17.8	13.7	17.3	23.6	24.0
Two	11.8	11.5	11.6	7.5	25.7	4.9	6.8	13.9	16.7	9.7
Three or More	5.9	2.8	3.9	4.2	2.0	4.1	2.1	4.6	4.9	6.2
NO. OF MEN, 15 OR +:										
Zero	10.3	10.2	5.6	12.7	0.1	11.0	11.4	9.1	5.3	9.4
One	55.3	65.3	65.1	71.6	40.4	64.8	46.0	61.7	66.5	66.6
Two	26.0	19.6	22.1	13.3	23.4	19.2	36.0	19.9	21.6	20.0
Three or More	8.5	4.8	7.2	2.4	36.2	5.0	6.6	9.2	6.7	3.8
NO. OF WOMEN, 15 or +:										
Zero	6.6	3.9	---	0.8	---	6.1	6.3	5.4	---	2.8
One	66.6	71.9	72.6	81.7	94.7	70.5	58.7	73.9	65.0	74.8
Two	20.2	19.7	20.1	13.4	5.3	17.7	28.3	16.7	24.0	17.2
Three or More	6.5	4.4	7.3	4.0	---	4.7	6.7	4.0	11.0	5.3

Persons with professional and technical occupations are the most overrepresented occupation among Frequent users.

Retired persons who are users are primarily Rare/Occasional or Frequent users. A disproportionate number of retired persons are non users.

Former users tend to have less educational attainment than users, but more than non users.

Distribution of educational attainment by frequency of use is fairly regular, except for higher proportion of college graduates among Frequent users.

Users and former users come from families with higher incomes than non users.

Frequent users have more vehicles in the household.

The Regular library user is more likely to have school age and pre-school children.

TABLE RC33. TECHNICAL NOTES: Persons included among the four frequency classifications in this table are those included under the heading "Library Users" in TABLE RC31.

TABLE RC33. ANALYSIS: This table simply provides a breakdown of library users by frequency of use. It should be recalled that the library user classifications "Within Last Year," "Within Last Month" and "Within Last Week" were based only on when the respondent reported last contact with the library. Frequency of use is a more accurate and detailed measure of use.

This table indicates that, for the region as a whole, nearly 18 percent of the adult population use the library on a regular ("about once a month") or more frequent basis (Regular and Frequent). It also indicates that, in addition to the 56.1 percent who are

TABLE RC33. Projected Population and Percentage Distribution of Frequency of Library Use, Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
re	1763 12.4	1580 7.5	874 7.4	645 4.8	1143 8.2	1721 9.7	4014 10.2	1682 9.6	13422 9.0
casual	3085 21.8	3244 15.4	1497 12.7	1869 14.1	2615 18.9	1957 11.0	8670 22.1	2094 12.0	25031 16.8
regular	1469 10.4	1834 8.7	932 7.9	1451 10.9	1017 7.3	1165 6.6	2329 5.9	755 4.4	10972 7.4
requent	2393 16.9	1746 8.3	1375 11.7	1464 11.0	807 5.8	3478 19.8	2441 19.6	1843 6.2	15547 10.5
former, and on Users	5471 38.6	12646 60.1	7121 60.4	7866 59.2	8270 59.7	9420 53.1	21798 55.5	11087 63.4	83679 56.3
TOTALS	14181	21051	11800	13294	13851	17741	39251	17481	148650

non or former users, 9 percent must be considered "marginal" users whose use is limited to "one or two times per year" (Rare users).

TABLE R34. TECHNICAL NOTES: In this table, "n.a.," not applicable, is indicated for those cases in which the particular library resource was not included in the particular question indicated by the column heading. The "Recall" question requested unprompted responses, while for "Used" (library resources actually used in the past by respondent) and "Would" (library resources respondent reported he/she would use if available), the respondent was asked to respond to items as they were read by the interviewer. Because of frequent multiple responses, column percentage totals would be meaningless. Percentages in table are all based on total adult population.

TABLE R34. ANALYSIS: There is a fairly close correspondence between percentages of users who recall and have used library resources.

This table corroborates findings from prior use studies that many of the library's available resources are neither recalled or widely used, even by library users. This table can be well used to identify which resources or services should be the subject of "awareness" efforts. For example, inter-library loan, which is available to library patrons in every county, is a service which has been used by 12.4 percent of the population -- but another 28.1 percent said they would use this service "if available" (and only about a third of these respondents were non users -- the rest were library users who are not aware the service already exists).

Other resources or services which fit this pattern were

TABLE R34. Projected Population and Percent of Adult Population Who "Recall",
"Have Used" or "Would Use" Library Resources, Region

Page 1 of 3

	LIBRARY USERS -- Within:									NON USERS			TOTALS		
	Last Year			Last Month			Last Week			Recall	Used	Would	Recall	Used	Would
	Recall	Used	Would	Recall	Used	Would	Recall	Used	Would						
Fiction to Borrow	20498 13.8	21974 14.8	n.a.	14182 9.5	16231 10.9	n.a.	11941 8.0	14206 9.6	n.a.	19040 12.8	8375 5.6	n.a.	65661 44.2	60785 40.9	n.a.
Non Fiction to Borrow	19273 13.0	18719 12.6	n.a.	15083 10.1	15627 10.5	n.a.	11916 8.0	13184 8.9	n.a.	18411 12.4	7623 5.1	n.a.	64684 43.5	55154 37.1	n.a.
Books (Unspecified) to Borrow	9078 6.1	n.a.	n.a.	6486 4.4	n.a.	n.a.	4874 3.3	n.a.	n.a.	22106 14.9	n.a.	n.a.	42544 28.6	n.a.	n.a.
Reference Works	17452 11.7	17162 11.5	n.a.	13472 9.1	14282 9.6	n.a.	11525 7.8	13180 8.9	n.a.	22581 15.2	7320 4.9	n.a.	65030 43.7	51945 34.9	n.a.
Magazines	17065 11.5	13297 8.9	n.a.	14779 9.9	11506 7.7	n.a.	11669 7.8	9736 6.5	n.a.	24295 16.3	4238 2.9	n.a.	67808 45.6	38777 26.1	n.a.
Newspapers	11883 8.0	n.a.	n.a.	12415 8.4	n.a.	n.a.	9149 6.2	n.a.	n.a.	20075 13.5	n.a.	n.a.	53522 36.0	n.a.	n.a.
Phone Directories	1532 1.0	2089 1.4	5145 3.5	2999 2.0	2603 1.8	4252 2.9	1335 0.9	1675 1.1	3209 2.2	2647 1.8	453 0.3	9857 6.6	8513 5.7	6821 4.6	22463 15.1
Govt. Publications	7708 5.2	6261 4.2	10475 7.0	6136 4.1	5642 3.8	7669 5.2	5458 3.7	6506 4.4	6775 4.6	8216 5.5	2975 2.0	17857 12.0	27518 18.5	21383 14.4	42776 28.8
Large Print Books	2651 1.8	2772 1.9	n.a.	4167 2.8	2669 1.8	n.a.	2956 2.0	1480 1.0	n.a.	4861 3.3	665 0.4	n.a.	14635 9.8	7586 5.1	n.a.
Other Print Mat.	2125 1.4	n.a.	n.a.	2024 1.4	n.a.	n.a.	3066 2.1	n.a.	n.a.	3302 2.2	n.a.	n.a.	10517 7.1	n.a.	n.a.
16 mm Film	3378 2.3	2134 1.4	5610 3.8	4637 3.1	2407 1.6	4405 3.0	2932 2.0	2099 1.4	3486 2.3	4346 2.9	1016 0.7	9854 6.6	15292 10.3	7656 5.1	23355 15.7
8 mm Film	2718 1.8	1932 1.3	5320 3.6	4444 3.0	2237 1.5	4549 3.1	2469 1.7	2466 1.7	3729 2.5	3150 2.1	338 0.2	10481 7.1	12780 8.6	6974 4.7	24079 16.2
Filmstrips	8035 5.4	n.a.	5674 3.8	8302 5.6	n.a.	3911 2.6	5331 3.6	n.a.	3506 2.4	8481 5.7	n.a.	9474 6.4	30148 20.3	n.a.	22566 15.2
Records	10311 6.9	5713 3.0	10334 7.0	13445 9.0	5501 3.7	8174 5.5	9328 6.3	7767 5.2	7516 5.1	9157 6.2	2201 1.5	21166 14.2	42242 28.4	21182 14.2	47190 31.7
Tape Cassettes	1575 1.1	2353 1.6	6341 4.3	2992 2.0	1513 1.0	5350 3.6	2657 1.8	2061 1.4	4249 2.9	2511 1.7	1120 0.8	11400 7.7	9734 6.5	7047 4.7	27340 18.4

TABLE CONTINUES ON NEXT PAGE

TABLE R34. Projected Population and Percent of Adult Population Who "Recall",
"Have Used" or "Would Use" Library Resources, Region

Page 2 of 3

	LIBRARY USERS -- Within:									NON USERS			TOTALS		
	Last Year			Last Month			Last Week			Recall	Used	Would	Recall	Used	Would
	Recall	Used	Would	Recall	Used	Would	Recall	Used	Would						
8 Track Tapes	956 0.6	1422 1.0	6560 4.4	1880 1.3	976 0.7	4331 2.9	1757 1.2	1263 0.8	4207 2.8	1795 1.2	990 0.7	12943 8.7	6387 4.3	4651 3.1	28040 18.9
Projection Equip.	6424 4.3	2825 1.9	7333 4.9	6112 4.1	3207 2.2	5985 4.0	6067 4.1	3545 2.4	4533 3.0	6778 4.6	1804 1.2	16436 11.1	25382 17.1	11381 7.7	34288 23.1
Microfilm	3197 2.2	1017 0.7	2972 2.0	5612 3.8	1990 1.3	3255 2.2	3077 2.1	1862 1.3	2041 1.4	4478 3.0	820 0.6	5238 3.5	16363 11.0	5689 3.8	13506 9.1
Other Non-Print Mat.	1489 1.0	n.a.	n.a.	481 0.3	n.a.	n.a.	1598 1.1	n.a.	n.a.	2237 1.5	n.a.	n.a.	5805 3.9	n.a.	n.a.
Film Showings	4802 3.2	4914 3.3	8450 5.7	5048 3.4	4478 3.0	6832 4.6	4476 3.0	3114 2.1	7157 4.8	6270 4.2	2595 1.7	20712 13.9	20596 13.9	15101 10.2	43152 29.0
Adult Educ. Courses	1406 0.9	1305 0.9	7966 5.4	2150 1.4	1284 0.9	7758 5.2	1180 0.8	1725 1.2	4094 2.8	1053 0.7	1371 0.9	18681 12.6	5789 3.9	5685 3.8	38499 25.9
Story Hours	7567 5.1	n.a.	n.a.	6011 4.0	n.a.	n.a.	5535 3.7	n.a.	n.a.	4472 3.0	n.a.	n.a.	23585 15.9	n.a.	n.a.
Reference Services	10780 7.3	10930 7.4	13254 8.9	10909 7.3	9735 6.5	10567 7.1	7307 4.9	8230 6.2	9170 6.2	10311 6.9	3828 2.6	20785 14.0	39306 26.4	33724 22.7	53777 36.2
Photocopy Services	8634 5.8	5008 3.4	10526 7.1	9952 6.7	6892 4.6	9262 6.2	6937 4.7	7692 5.2	8691 5.8	5880 4.0	2273 1.5	16680 11.2	31404 21.1	21865 14.7	45159 30.4
Bookmobile	12477 8.4	8418 5.7	9808 6.6	11249 7.6	6036 4.1	7864 5.3	7249 4.9	4937 3.3	4955 3.3	17479 11.8	5023 3.4	23957 16.1	48455 32.6	24414 16.4	46583 31.3
Senior Citizen Prog.	1038 0.7	1487 1.0	2909 2.0	1051 0.7	1075 0.7	1927 1.3	680 0.5	842 0.6	1590 1.1	686 0.5	398 0.3	13803 9.3	3455 2.3	3802 2.6	20229 13.6
Inter-Library Loan	3604 2.4	3750 2.5	9658 6.5	5251 3.5	6475 4.4	10461 7.0	2972 2.0	6428 4.3	7244 4.9	3056 2.1	1764 1.2	14355 9.7	14883 10.0	18426 12.4	41718 28.1
Other Services & Programs	1019 0.7	n.a.	n.a.	916 0.6	n.a.	n.a.	1550 1.0	n.a.	n.a.	620 0.4	n.a.	n.a.	4105 2.8	n.a.	n.a.
Meeting Rooms	n.a.	2387 1.6	4738 3.2	n.a.	3374 2.3	3948 2.7	n.a.	2884 1.9	2649 2.5	n.a.	1000 0.7	10458 7.0	n.a.	9645 6.5	22792 15.3

TABLE CONTINUES ON NEXT PAGE

TABLE R34. Projected Population and Percent of Adult Population Who "Recall",
"Have Used" or "Would Use" Library Resources, Region

Page 3 of 3

	LIBRARY USERS -- Within:									NON USERS.			TOTALS		
	Last Year			Last Month			Last Week			Recall	Used	Would	Recall	Used	Would
	Recall	Used	Would	Recall	Used	Would	Recall	Used	Would						
Lectures on Current Topics	n.a.	n.a.	12712 8.6	n.a.	n.a.	13063 8.8	n.a.	n.a.	10439 7.0	n.a.	n.a.	24510 16.5	n.a.	n.a.	60725 40.9
Musical Events	n.a.	n.a.	12141 8.2	n.a.	n.a.	9265 6.2	n.a.	n.a.	10644 7.2	n.a.	n.a.	23487 15.8	n.a.	n.a.	55536 37.4
Forums (Discussions Social Issues)	n.a.	n.a.	12756 8.6	n.a.	n.a.	10890 7.3	n.a.	n.a.	8244 5.5	n.a.	n.a.	24926 16.8	n.a.	n.a.	56816 38.2
Home Delivery of Library Materials	n.a.	n.a.	9636 6.5	n.a.	n.a.	9544 6.4	n.a.	n.a.	6914 4.7	n.a.	n.a.	20564 13.8	n.a.	n.a.	46658 31.4
Community Infor- mation Center	n.a.	n.a.	14473 9.7	n.a.	n.a.	12661 8.5	n.a.	n.a.	10957 7.4	n.a.	n.a.	26663 17.9	n.a.	n.a.	64754 43.6
Calendar of Community Events	n.a.	n.a.	11268 7.5	n.a.	n.a.	9251 6.2	n.a.	n.a.	6071 4.1	n.a.	n.a.	19595 13.2	n.a.	n.a.	46185 31.1
Other Library Resources	n.a.	n.a.	1489 1.0	n.a.	n.a.	1611 1.1	n.a.	n.a.	1062 0.7	n.a.	n.a.	862 0.6	n.a.	n.a.	5024 3.4

n.a. = Not Applicable

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phone directories, government publications, films, records, tapes, projection equipment, film showings and photocopy services.

This table provides a measure of interest in a number of programs or services not presently available in the region. There is a high level of interest expressed in most of these, particularly a Community Information Center (43.6 percent), Lectures on Current Events (40.9 percent) and Forum Discussions on Social Issues (38.2 percent).

TABLES RC35 and RC36. TECHNICAL NOTES: Percentages based on responses from library users only. RC35 is distribution of responses among purposes indicated as being the most frequent, RC36 presents summary percentages of responses for additional purposes cited.

TABLES RC35 and RC36. ANALYSIS: To obtain books for Leisure Reading is the most frequent purpose cited by the highest percentage of respondents (20.7 percent), and is also the second most popular secondary reason for visiting the library. To obtain information on general subjects is third most cited reason given as the most frequent purpose, but is is a secondary purpose for 27 percent of those responding, suggesting that this reason is a powerful motivator for library use. To get information to assist in problem solving is another purpose that was cited frequently as both a primary and secondary reason for library use (14.0 and 18.5 percent, respectively).

TABLES RC37 and RC38. ANALYSIS: These tables indicate that the public library is considered accessible, and is held in generally high regard. Very small percentages of the population consider lib-

TABLE RC35. Percentage Distribution in Counties and Region of
Most Frequent Purpose for Visiting Library

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
To Study	5.9	4.8	0.5	2.5	4.5	1.0	4.8	1.1	3.4
Get Books/School	12.9	3.7	3.2	2.9	10.3	7.3	10.5	11.6	8.2
Get Books/Leisure	13.8	18.2	18.9	18.4	16.0	25.3	21.7	29.3	20.7
Get Problem Info	4.5	13.4	14.5	11.6	14.7	7.4	22.8	10.5	14.0
General Subj Info	16.2	9.5	7.0	7.1	10.9	7.9	10.8	11.7	10.3
To Take Children	6.6	7.6	0.4	5.3	8.6	5.2	1.7	3.0	4.4
Don't Know	15.8	2.0	1.8	0.8	12.4	0.9	1.1	0.9	3.6
Other	0.6	10.9	0.5	0.0	7.0	0.3	2.9	5.5	3.7
No Response	23.6	29.9	53.3	51.3	15.6	44.6	23.7	26.5	31.5

NOTE: Non Response attributable primarily to Former Users and Non Users,
although some respondents thus classified may have responded to
this question.

TABLE RC36. Percentage Distribution in Counties and Region of
Secondary Purposes for Visiting Library

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
To Study	15.6	2.3	0.0	2.5	2.0	7.6	10.4	3.0	6.9
Get Books/School	6.8	11.3	6.9	10.3	12.0	1.0	8.4	9.1	8.4
Get Books/Leisure	32.7	24.4	23.0	12.1	12.2	25.0	27.4	17.9	23.7
Get Problem Info	9.7	18.6	21.2	21.4	26.9	19.8	17.2	20.1	18.5
General Subj Info	26.4	24.9	40.7	32.8	30.7	25.6	22.9	30.6	27.0
To Take Children	8.8	13.4	6.9	16.4	7.1	17.7	10.9	14.4	11.8
Other	0.0	5.1	1.3	4.5	9.0	3.2	2.7	4.9	3.7

TABLE RC37. Percentage Distribution of Opinions on the Convenience of Library Hours, Counties and Region

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Hours <u>Are</u> Convenient	82.4	88.3	45.0	72.7	76.9	69.0	73.2	86.8	75.4
Hours <u>Not</u> Convenient	4.1	7.5	2.2	3.6	9.9	10.9	3.8	5.4	5.8
No Response	13.5	4.2	52.8	23.8	13.2	20.1	23.0	7.7	18.8

TABLE RC38. Percentage Distribution of Opinions on Overall Rating of the Public Library, Counties and Region

	<u>Caro- line</u>	<u>Dorch- ester</u>	<u>Kent</u>	<u>Queen Anne's</u>	<u>Somer- set</u>	<u>Talbot</u>	<u>Wico- mico</u>	<u>Wor- cester</u>	<u>REGION</u>
Always Very Satisfactory	29.6	30.1	8.4	17.4	26.6	23.0	39.0	36.7	29.2
Usually Very Satisfactory	46.1	17.6	25.2	31.7	17.5	25.0	16.5	19.1	23.0
Generally Satisfactory	8.6	19.8	7.9	10.2	31.8	18.1	17.6	20.2	17.3
Sometimes/Usually Unsatisfactory	0.9	0.7	5.3	---	1.2	0.9	3.0	6.4	2.4
No Response	14.8	31.8	53.1	40.7	22.8	32.9	23.9	17.6	18.2

rary hours inconvenient or judge the library to be sometimes or usually unsatisfactory as a public service institution. It should be noted that there was considerable non response to these questions, most likely from non users. The rating question was prefaced by: "From your experiences with the library . . . "

TABLE RC39. TECHNICAL NOTES: Percentages in lower portion of table are based only on "yes" responses to the basic question.

TABLE RC39. ANALYSIS: Slightly under half of the population reported they were reading a book at the time of the survey. Of these book readers, one-fifth, region-wide, obtained their books by library loan. Most (46.3 percent) obtained their book by purchasing it.

TABLE R40. TECHNICAL NOTES: Data for Most Important Problem is based on sources consulted for the problem ranked number one in importance in the region, unemployment. Questionnaire format did not permit retrieval of a composite list of sources consulted for all problems cited as most important by respondents, although this type of data could be obtained for sources consulted for the other information need areas. Thus caution should be exercised in making comparisons between columns in this table because data in column one is representative in nature, while data in the remaining columns presents a more comprehensive picture.

TABLE R40. ANALYSIS: The purpose of this table is to examine differences between users and non users (former users are grouped with non users for this table) in regard to sources consulted for various information needs.

There does not appear to be a systematic difference in source selection between users and non users that is consistent for all

TABLE RC39. Percentage Distribution of Current Reading Practices,
Counties and Region

	Caro- line	Dorch- ester	Kent	Queen Anne's	Somer- set	Talbot	Wico- mico	Wor- cester	REGION
READING BOOK NOW:									
No	55.7	60.2	47.5	51.2	58.5	45.5	53.6	49.8	53.1
Yes	44.3	39.8	52.5	48.8	41.4	54.5	46.4	50.2	46.9
IF YES, OBTAINED BY:									
Purchase	37.0	29.1	43.4	44.1	63.5	51.0	54.3	39.2	46.3
Library Loan	16.7	27.9	13.0	20.1	10.1	17.8	17.9	33.1	20.0
Gift	17.4	13.8	13.9	15.8	2.7	19.4	4.3	10.1	11.3
Borrowed Elsewhere	23.3	22.9	21.1	19.9	17.1	11.7	12.5	17.3	17.1
Other Source	3.2	6.5	8.6	---	6.5	---	11.0	0.8	5.6

TABLE R40. Projected Population and Percentage Distribution
Consulting Sources for Various Information Needs,
by Library Use, Region

Page 1 of 2

	MOST IMP. PROBLEM		MOST IMP. SUBJECT		MOST IMP. ACTIVITY		FORMAL EDUCATION		SELF EDUCATION	
	User	Non-U	User	Non-U	User	Non-U	User	Non-U	User	Non-U
Schools, Colleges	90 1.1	56 0.8	5660 7.9	3894 5.7	2575 4.8	1149 1.9	1774 16.6	2217 62.8	832 7.2	664 11.4
Government Pubs		59 0.8	120 0.2	346 0.5	682 1.3	149 0.3			96 0.8	
Consum. Prot. Agency			345 0.5	157 0.2	152 0.3	223 0.4	556 5.2		245 2.1	
Other Govt. Agency	3427 41.0	3585 50.3	1181 1.7	714 1.0	345 0.6	218 0.4		120 3.4	770 6.7	356 6.1
Relig. Institution	280 3.3		3433 4.8	6985 10.3	344 0.6	843 1.4			293 2.6	121 2.1
Library, Circ. Mat.			11606 16.2	1671 2.5	9256 17.2	1463 2.5	1071 10.0	188 5.3	2738 23.8	60 1.0
Library, Ref. Mat.			11105 15.5	1152 1.7	3678 6.8	327 0.5	3232 30.2		1163 10.1	
Print Mat. Purchased			5052 7.1	2018 3.0	2538 4.7	3238 5.4	479 4.5		965 8.4	187 3.2
Subscription Pubs			4246 5.9	6374 9.4	3578 6.7	8720 14.7	40 0.4	120 3.4	283 2.5	645 11.1
Owned Books, Mat.			12731 17.8	19939 29.3	11285 21.0	11818 19.9	1486 13.9	384 10.9	1611 14.0	2496 42.8
Commercial TV			1428 2.0	2091 3.1	1000 1.9	2279 3.8	59 0.6			88 1.5
Educational TV			224 0.3	543 0.8	153 0.3	75 0.1		198 5.6	280 2.4	75 1.3

TABLE CONTINUES ON NEXT PAGE

TABLE R40. Projected Population and Percentage Distribution
Consulting Sources for Various Information Needs,
by Library Use, Region

Page 2 of 2

	MOST IMP. PROBLEM		MOST IMP. SUBJECT		MOST IMP. ACTIVITY		FORMAL EDUCATION		SELF EDUCATION	
	User	Non-U	User	Non-U	User	Non-U	User	Non-U	User	Non-U
Rad Stations			1889 2.6	881 1.3	353 0.7	517 0.9	96 0.9		80 0.7	
Local Newspapers	1251 15.0	1785 25.0	3775 5.3	3526 5.2	2218 4.1	3238 5.4		180 5.1		
Wash.-Balt. Papers		121 1.7	267 0.4	1187 1.7		263 0.4				
Records, Tapes					639 1.2	85 0.1				
Lectures, Pub.Events				237 0.3	1090 2.0	1015 1.7	442 4.1		256 2.2	1 0.0
Stores, Suppliers	2244 26.8	875 12.3	35 0.0	830 1.2	2387 4.4	2484 4.2			201 1.8	157 2.7
Friends	282 3.4		1097 1.5	3619 5.3	3091 5.8	5983 10.1	461 4.3		80 0.7	117 2.0
Immed. Fam. Member	57 0.7	63 0.9	673 0.9	2164 3.2	3038 5.7	5326 9.0				64 1.1
Other Fam. Member			347 0.9	619 0.9	679 1.3	987 1.7				
Special Experts	502 6.0	142 2.0	3701 5.2	5355 7.9	1714 3.2	2054 3.5	374 3.5	121 3.4	927 8.0	124 2.1
Reference Librarian			513 0.7	280 0.4	66 0.1					
Other Source	234 2.8	447 6.3	2137 3.0	3499 5.1	2836 5.2	7027 11.9	638 6.0		662 5.8	678 11.6
TOTALS	8367	7133	71565	68081	53697	59481	10708	3528	11482	5833

information needs, except the obvious distinction delineated by the table cross tabulation itself, in library use. Perhaps the most interesting other difference which the table presents is the greater use by non users of inter-personal sources such as friends and family for information about their most important general subject areas and most important entertainment activities.

III.7. Regional Findings: Summary and Overview

In seeking to summarize the findings from a study as broad and comprehensive as this one, there is a danger of oversimplifying the very complex pattern of interacting needs and services which the tabular data documents in detail. We shall try to present a brief overview of the findings here, as they pertain to the region as a whole, but we caution, once again, that there is no easy substitute for a careful examination of the tables themselves, if a complete understanding is to be obtained.

Three kinds of information needs rank fairly close together as the most important to the people of the Eastern Shore: information needed to solve problems, to become informed about general subjects and to pursue entertainment needs, in that order.

The public library is an important source of information for the latter two types of needs, as well as for information to assist in educational activities. The library is seldom considered as a source of information for solving the day-to-day problems of Eastern Shore Residents -- primarily because it is not perceived as a relevant source for this kind of information.

The rate of library usership among area residents is slightly above that reported in most user studies -- but still less than a

majority of the adult population. The library is highly regarded by both users and non users.

There appear to be a number of programs and services that have the potential to attract broader and deeper library patronage, although it may require a range of programs aimed at the specific information needs of various target groups to accomplish that goal.

The most interesting and significant findings from this study, as they pertain to specific aspects of the data, include the following:

PROBLEM SOLVING INFORMATION NEEDS:

- Economic problems dominate the concerns of area residents. Six problems with an economic orientation were the only ones judged important by more than 10 percent of the population. Health is another important area of concern.

- Most of the same problems come to the forefront, whether examined by frequency of citation, value (degree of importance) assigned to individual problems or by composite weighting of the way in which respondents rank ordered the importance of problems.

- While concern with both high prices and lack of product/service availability is widespread in the region, unemployment and adjusting to a health condition are more acutely felt by those affected by these problems.

- There is considerable variability in weights and rankings of problems between counties.

- Consumer, Health, Financial, Transportation and Home/Housing problems tend to be cited by a broad spectrum of respondents, roughly similar in demographic characteristics to the general population profile, while Employment, Schools/Education, Neighborhood,

Discrimination, Legal, Governmental Assistance and Governmental Policies are problem categories experienced by sub-sets of the population that do not match the general population profile. Certain types of problems are of greater concern than others to groups within the population that the library may wish to consider as "target groups" for special programs -- such as non users, or senior citizens, etc.

- The data supports the view that specific problems, even within the same broad problem category, are often concerns of different, distinct sub-groups in the population. Serving their information needs will require differential strategies and resources.

- A small number of sources are utilized for a large percentage of problem solving information. The four leading sources are Stores and Suppliers, Special Experts, Government Agencies and Immediate Family Members.

- Library circulating and reference materials, combined, account for only 1.4 percent of specific sources consulted for problem solving information.

- Friends and family members account for nearly one in every four specific sources consulted.

- Respondents are least satisfied with existing sources for problems relating to Neighborhood, Discrimination, Employment, Government Assistance and Consumerism. Adequate Youth Recreation is the problem for which current sources are generating the most dissatisfaction.

- Nearly a third of the population does not perceive the library as a relevant source for problem solving information.

GENERAL SUBJECT INFORMATION NEEDS:

- Education is the general subject area of strong interest to the largest percentage of the population, 57.5 percent. Human Health and Diseases is another subject in which more than half of the population have a strong interest.

- Religion is the subject which ranks highest in interest, when respondents' first and second choices are taken into account and differentially weighted. Education, Health and Plants and Animals are the other subjects that are important from this perspective.

- A demographic profile can be developed from the study data to describe the particular population group interested in any of the subject areas, and the subjects of most interest to specially selected target groups can be extracted from the data.

- Library sources, both circulation and reference materials, are much more frequently utilized for information about general subjects than for specific problem information. The library is the leading or a major source for several of the subject areas in which many people have strong interest.

- Most respondents report high levels of satisfaction with their current sources for general subject area information.

- Of those who have not tried the library for this type of information, a somewhat high percentage Never Even Thought of Library as a potential source, suggesting that there is still a much wider possible audience for an information service which many residents already use and value.

ENTERTAINMENT ACTIVITIES INFORMATION NEEDS:

- People are strongly interested or participating in a surprisingly large number of different activities, averaging 17 per person (from among a choice of 43 presented for their response).
- The top five activities, each reported by more than 70 percent of the population are Watching TV, Reading, Music, Doing Things as a Family and Vacation Travel.
- When respondents' rank ordering of activities is weighted and summed (composite scores), Doing Things as a Family becomes the most important activity, followed by Reading, Cooking, Gardening and Fishing and related sports.
- Two categories of activities offer the most potential for fulfilling unmet information needs: sizeable percentages of persons interested in Crafts and Miscellaneous Leisure activities would like to obtain additional information about their interests.
- The library is the leading institutional source utilized for this type of information, accounting for more than 14 percent of all specific sources cited for entertainment activity information. Most people still depend on their own resources -- owned books, subscription publications, friends, family -- however, for information about leisure time activities.
- Those who have tried the library for this type of information express a moderately high level of satisfaction. About one-third of those who have never tried the library said they never even thought of it as a possible source.

EDUCATION INFORMATION NEEDS:

- There are nearly as many persons involved in self educational activities as in formal programs and more who say they do so to improve job skills.

- The library is the most frequently consulted source to supplement formal educational activities, and second only to Owned Books as a source of information for self education.

- Satisfaction scores for the library are lower for educational information than for entertainment activities and general subject information.

LIBRARY USE:

- Nearly 45 percent of the adult population are classified as users on the basis of having had some contact with their public library in the 12 months preceding the study.

- Demographic differences exist between users and non users, and between users of varying intensity.

- Nearly 18 percent of the adult population use the library at a frequency of about once a month or greater.

- Many of the library's available resources are neither recalled or widely used. Existing services or resources which a significant percentage of respondents, unaware of their availability, expressed an interest in using included inter-library loan, several types of audio visual resources and photocopy services.

- Very small percentages of the population consider library hours inconvenient or judge the library as unsatisfactory as a public service institution.

APPENDIX A. QUESTIONNAIRE USED IN SURVEY

EASTERN SHORE SURVEY QUESTIONNAIRE

Entry Introduction:

"Good morning, [afternoon] [evening]

My name is _____. I represent Annapolis Research Corporation. We have been commissioned to conduct a study in cooperation with the Maryland Department of Education. Here is my identification."

"Are the members of this household permanent residents of _____?"

[If residents less than 3 months per year, say:] "We are limiting this study to persons who maintain a permanent resident status here. Thank you." [Do not proceed with interview.]

[If response is yes, while respondent looks at I.D., say:]

"Annapolis Research Corporation has scientifically selected 160 households in this county to be included in this study. I would like to spend about 30 minutes with you or someone in the household who is 15 years or older, who will help us by answering some questions that will be very useful to the State in its planning. May I come in?"

[If person answering the door asks what the questions will be -- "What's this all about?" -- interviewer should say:]

"We are interested in the kinds of information people in this county need or want and the ways in which they acquire this information."

[Select respondent from among household residents according to instructions from your coordinator.]

[When respondent has been determined and is ready to begin, say:]

"Let me assure you that your name will not be attached in any way to the information you give us and that this interview will be completely confidential. Let me explain the purpose of this study. We are interested in what you can tell us about the kinds of information you use in your daily life and how you acquire that information.

"First, in order to put our answers into useful statistical form, as the census bureau does, we need to know some general information about you and your family."

Demographic Data

1a. "To begin with, how many persons are permanent residents of this household? [Those who use this as their home address]

1b. "How many of these are pre-school children?

1c. "How many are between the ages of 6 and 15?

1d. "How many are males 15 or older?

1e. "How many are females 15 or older?

2. [Interviewer: record sex of respondent.]

3. "Now, would you please tell me in which of these age brackets you may be classified?"

[Hand respondent Age Answer Choice Sheet. Record bracket response.]

4a. "What is your occupation?" [Write in occupation as given, code later.]

4b. [If appropriate] "Are you currently employed?" in a full time positio

4c. [If answer to 4a was any of the following:

MILITARY HOUSEWIFE RETIRED UNEMPLOYED

probe as follows:]

Military: What specific kind of work do you do in the service?

Housewife: Were you trained for, or have you ever worked in a job which you consider to be your occupation? If so, what job?

Retired: What was your occupation before retirement?

Unemployed: What kind of work do you generally do?

5. "What is the last school grade you have completed?" [Probe to accurately determine level of education completed: (1) 9th grade or less; (2) some high school, but did not graduate; (3) completed high school or GED; (4) completed some college; (5) college graduate or more; (6) vocational-technical training.]

6. "Do you own your own car?" [If no, ask:] Do you have access to other means of transportation.?"

7. "How many motor vehicles are owned or in use by the members of this household?"

8. Do you have a telephone or access to one?

Information Needs - I

"Now I would like to turn to the subject of INFORMATION. Everybody uses information -- for many things. What we are interested in learning about are what specific problems, questions or special concerns you may have experienced recently, and which type of individual or organization you may have asked for information to help you with these problems or concerns.

I am going to read you some statements describing problems, questions or concerns that people experience in everyday life. For each statement, please tell me if -- within the last month or two -- you had to deal with or solve a specific problem like that, or you had an occasion to be specially concerned about that subject -- and how important that problem or concern was to you.

We have an easy way for you to give us that kind of answer: just answer by giving me a number, from zero to four. If the statement I read describes something that has not been applicable at all to you in the last month or two, answer "zero." If it describes a question or concern that has been of extreme importance to you, answer "four;" or, if it has been of some importance to you, but less than extreme, choose the answer "one," "two," or "three," depending on its relative importance to you.

Some of the statements deal with subjects that we all have some concern about at one time or another. If a statement describes something that in the recent past stands out in your mind as being of special concern, it should be valued higher for this survey than those things which we generally always have a continuing interest or concern about, but have not had a special problem with recently. It is these recent events that we are most interested in identifying. In other words, when we are asking these questions, we would like you to try to recall actual, specific problems that affected you recently and who or what you may have turned to for help with them.

Do you have any questions about how I want you to respond to these statements? [If R is unsure, review responses.] [If no questions:]

" Good! Let's begin then. "

A. Have you recently experienced any problems, or had any questions or concerns related to BUYING GOODS AND SERVICES, such as:

9. Getting ripped off by businessmen, who overcharge, advertise falsely or use bait and switch techniques or other bad practices?

[If R hesitates, remind him or her of response desired by repeating instructions.]

[Note: for each statement to which R answers 2, 3 or 4, interviewer will ask:

"When you experienced that problem or concern, where did you try to obtain information to help you make a decision or solve your problem?"

Write in answer, code later. Before accepting "I don't know," or "No place," or "Nobody," probe to be sure respondent has given sufficient thought to his/her answer. Try: "Think back, was there any person or place you thought of that might have been able to help you? A source of information might be an individual -- someone you know as a friend or relative, or some expert in the subject, like a doctor, lawyer, banker or repairman -- or it might be some form of public media, like newspapers, magazines, television, etc., or it could be an institution or agency or organization, like a school, a government office, a library, or someplace like that. We are interested in knowing which kind of source you may have used to learn more about how to deal with your problem, or to answer questions you may have had about it."

[If R names a source, ask:

"Did you consider this source of information, (refer to source, if approp.) to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question.

[Each time R's answer to prior statement leads to the source sequence, remind him/her of topic area with:]

"Here is another statement describing a problem, question or concern about (repeat underlined material from category lead-in) :"

- "10. Being unable to get a merchant to make good on a faulty product or service.
11. Learning the good and bad points about different brands or models before choosing one to buy.
12. Having difficulty obtaining a product or service because it was not available or getting it was inconvenient.
13. Finding products or services at prices you can afford.
14. Have you experienced any other kind of problem, question or concern related to BUYING GOODS AND SERVICES recently?

[If yes, determine specific nature of problem in sufficient detail, and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

B. Have you recently experienced any problems or had any questions or concerns related to HEALTH, such as:

15. Obtaining or selecting medical services.
16. Being able to afford the cost of health care.
17. Planning nutritious meals at reasonable cost.
18. Adjusting to a different way of living because of a disability or chronic health condition.

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

19. Selecting and obtaining satisfactory health insurance coverage.
20. Have you experienced any other kind of problem, question or concern related to HEALTH recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

- C. Have you recently experienced any problems, or had any questions or concerns related to FAMILY RELATIONSHIPS AND CHILDREN, such as:

21. Dealing with Conflict among family members.
22. Finding and affording day care or babysitters.
23. Adjusting to a change in the family unit caused by divorce, disability or death in the family.
24. Improving the way you carry out your particular role and responsibilities in the family.
25. Meeting the special needs of a child with physical, emotional or learning problems.
26. Have you experienced any other kind of problem, question or concern related to FAMILY RELATIONSHIPS AND CHILDREN recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

- D. Have you recently experienced any problems, or had any questions or concerns related to FINANCIAL MATTERS, such as:

27. Obtaining a loan or establishing credit to purchase something.
-

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

28. Having enough money to pay bills on time.
29. Finding the hard cash to meet an emergency or pay for basics like food or rent.
30. Deciding where to invest money and how to go about doing it.
31. Budgeting money in order to purchase desired items or services.
32. Have you experienced any other kind of problem, question or concern related to FINANCIAL MATTERS recently?

[If yes, determine specific nature of problem in sufficient detail, and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

- E. Have you recently experienced any problems, or had any questions or concerns related to JOBS AND EMPLOYMENT, such as:

33. Being unemployed and looking for a job.
34. Being dissatisfied with present job and looking for a change.
35. Comparing your job's benefits with similar jobs.
36. Wanting to improve job skills through training.
37. Seeking a summer or other temporary or extra employment.
38. Have you experienced any other kind of problem, question or concern related to JOBS AND EMPLOYMENT recently?

[If yes, determine specific nature of problem in sufficient detail, and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

F. Have you recently experienced any problems, or had any questions or concerns related to EDUCATION AND SCHOOLING , such as:

39. Choosing & obtaining admission to college.
40. Finding or obtaining source material to complete school assignments
41. Selecting or enrolling in a vocational or technical school or program.
42. Locating adult education classes.
43. Judging the quality of schools & the school system.
44. Have you experienced any other kind of problem, question or concern related to EDUCATION AND SCHOOLING recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

G. Have you recently experienced any problems, or had any questions or concerns related to TRANSPORTATION, such as:

45. Finding a means of transportation to get from one place to another in this area.
46. Maintaining your car in good condition & getting the best gas milea
47. Obtaining auto insurance & getting claims settled.
48. Applying for and obtaining driver's license, auto registration, etc
49. Deciding how to travel to a distant city or state.
50. Have you experienced any other kind of problem, question or concern related to TRANSPORTATION recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

H. Have you recently experienced any problems, or had any questions or concerns related to CRIME AND SAFETY, such as:

51. Preventing harm to you personally.
52. Preventing theft of or damage to your possessions or property.
53. Obtaining assistance & advice regarding a problem with the police or other regulatory agencies.
54. Recognizing symptoms of drug abuse or trying to help a drug abuser.
55. Helping someone recognize the seriousness of shoplifting.
56. Have you experienced any other kind of problem, question or concern related to CRIME AND SAFETY recently?

[If yes, determine specific nature of problem in sufficient detail, and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

I. Have you recently experienced any problems, or had any questions or concerns related to HOUSING OR YOUR HOME, such as:

57. Resolving problems with building codes or other regulations controlling housing.
58. Buying or selling a home.
59. Making decisions about design, color, style or type of furnishings for your home.
60. Carrying out a do-it-yourself project or task to repair or maintain your home.
61. Finding & selecting a person or firm to perform services or make improvements in your home.
62. Have you experienced any other kind of problem, question or concern related to HOUSING OR YOUR HOME recently?

[If yes, determine specific nature of problem in sufficient detail, and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

J. Have you recently experienced any problems, or had any questions or concerns related to YOUR NEIGHBORHOOD, such as:

- 63. Getting along with neighbors.
- 64. Getting along with neighborhood children.
- 65. Obtaining municipal or county services in your neighborhood, like trash removal, street maintenance, etc.
- 66. Adequacy of recreational facilities for children or youth in your neighborhood.
- 67. Coping with bothersome neighborhood pets.
- 68. Have you experienced any other kind of problem, question or concern related to YOUR NEIGHBORHOOD recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

K. Have you recently experienced any problems, or had any questions or concerns related to RACE, SEX OR AGE DISCRIMINATION, such as:

- 69. Obtaining employment or promotion.
- 70. Obtaining a loan or credit.
- 71. Obtaining housing.
- 72. Obtaining education or schooling.
- 73. Obtaining public services
- 74. Have you experienced any other kind of problem, question or concern related to RACE, SEX OR AGE DISCRIMINATION recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

L. Have you recently experienced any problems, or had any questions or concerns related to LEGAL MATTERS, such as:

75. Selecting & obtaining legal services.
76. Preparing legal documents such as wills, contracts, leases, etc.
77. Defending against civil or criminal actions.
78. Complying with tax laws and regulations.
79. Finding out about and understanding other laws and regulations.
80. Have you experienced any other kind of problem, question or concern related to LEGAL MATTERS recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

M. Have you recently experienced any problems, or had any questions or concerns related to GOVERNMENTAL ASSISTANCE & PROGRAMS, such as:

81. Obtaining services such as AFDC [Aid for Families with Dependent Children], AFDC, welfare, food stamps, health clinics or other basic assistance.
82. Obtaining unemployment compensation.
83. Obtaining social security and/or medicare benefits.
84. Obtaining veterans benefits.
85. Participating in or obtaining services from a special federal or state program you may have heard about.
86. Have you experienced any other kind of problem, question or concern related to GOVERNMENTAL ASSISTANCE & PROGRAMS recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

[SOURCE SEQUENCE] [For any statement response of 2, 3 or 4]

"When you experienced a problem or concern like that, where did you try to obtain information to help you make a decision or solve your problem?" [Probe, if R answers "I don't know," "No Place", "Nobody," etc. Try: "Think back, was there any person or place you thought of that might have been able to help you?" [If R names a source, ask:] [If more than one source named, determine most important source]

"Did you consider this [the most important] source of information, (refer to source, if approp.), to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for that particular problem or question?"

N. Have you recently experienced any problems, or had any questions or concerns related to GOVERNMENT POLICIES & POLITICS, such as:

87. Wanting to learn something about different candidates running for office.
88. Finding out about a government policy that may affect your cost of living.
89. Finding out how your representatives in Congress voted, or how they stand on an issue.
90. Having a decision of a local governmental body affect your property or life style.
91. Changes which may have taken place within the population that makes up your community.
92. Have you experienced any other kind of problem, question or concern related to GOVERNMENT POLICIES & POLITICS recently?

[If yes, determine specific nature of problem in sufficient detail and ask, "Was that problem a "one," "two," "three" or "four" in importance to you?"]

Before we go on to some other types of questions, let me review the problems or concerns which were of most importance to you. These are the ones you gave the highest value to: [Read all statements valued at "4"; if these total less than five statements, read those valued at "3"; if the total of statements is still less than five, read those valued at "2"]

93. (a) "Which of these would you say was the most important to you?"
(b) "Which was next most important?"
(c) "Can you identify which of the others would rank third?"
94. [Choose appropriate lead-in to following questions, depending on R's prior responses]

"In describing where you turned-for information, you (did not mention seeking information from your public library) (mentioned seeking information from your public library only (once, twice, etc)),

- a) Could you think back to when you had the problem regarding [R's first choice in #93, if library not source for this problem], and tell me why you did not try getting information assistance at the library? [probe for specific answer]
- b) How about when you had the problem regarding: [2nd choice, if library was not source for this problem], can you tell me why you did not try the library for information then? [Probe for specific answer].
- c) And when you had the problem regarding: [3rd choice], why didn't you try the library for information? [probe for specific answer].

Information Needs II -- General Background

"We have been talking about specific problems and situations for which people have a need for information. People also have broad, general interests to which they devote their time and thoughts, even when they are not trying to solve a specific problem or make a decision.

"For example, we choose certain TV shows or movies over others, or we may read an article in the newspaper, or a magazine, or read a particular book because it appeals to some general interest that we have.

"I am going to show you a list of general subject areas. Please tell me which of these you have either a FAIR AMOUNT OF INTEREST or a STRONG INTEREST IN. I will read each item as you are looking them over, and you can simply answer: NONE, FAIR AMOUNT or STRONG.

95. General Scientific Matters

96. A specific science, like Physics, Astronomy, Geology or Biology

97. Mathematics

98. The Environment

99. Plants and Animals

100. Development of the Human Species on Earth (Anthropology, Evolutionary Development)

101. Human Health and Diseases

102. Human Behavior & Psychology, including matters relating to Human Personality and Individual Skills and Aptitudes

103. Aspects of Man's Daily Life, involving such things as Public Taste, Fashion, Life Styles, etc.

104. Human Organization and Society (Sociology)

105. Economics

106. Politics & Government

107. Law

108. Education

109. Art, in general, and/or any of the specific arts.

110. How Equipment and Things Work (Technology)

111. Religion, in general, and/or any of the specific religions.

112. History

113. Communication and Language

114. Philosophy

115. The Occult and/or Supernatural

116. Are there any other general subjects you have a strong interest in?
Other: _____

117. Other: _____

118. Other: _____

119. Other: _____

120. Other: _____ 121. Other: _____

122. a) Of those subjects from this list that you have indicated you have a strong interest in [remind R of which ones, if needed], which is of most interest to you?

b) Which is next in interest to you?

123. When you want to obtain general background information -- that is, not information needed to make a specific decision or solve a specific problem -- about [1st choice of subjects], what source do you usually turn to?

b) Do you consider this source to be EXTREMELY SATISFACTORY, JUST SATISFACTORY OR TO SOME DEGREE UNSATISFACTORY, for that particular topic?

124. [If library not mentioned as source, ask:]

Why do you prefer _____ as a source for information on this topic over your local public library?

Information Needs III -- Entertainment

"Different people engage in different activities or want different kinds of entertainment in their leisure time. I am going to read a list of activities of several general types. Please tell me whether you participate in or have a STRONG interest in each.

A. Do you participate or have a strong interest in the arts, such as:

125. Drawing or painting

126. Music (playing instrument or listening to music)

127. Theater

128. Dance

129. Photography

130. Any other Art related activity (specify)

B. Do you participate in or have a strong interest in CRAFT activities, such as:

131. Gardening.

132. Cooking

133. Sewing

134. Weaving, macrame, knitting

135. Furniture refinishing, woodworking

136. Carving

137. General handiwork around the house, car or boat.

138. Any other CRAFT related activity (specify)

C. Do you participate in or have a strong interest in ATHLETIC activities such as:

139. Baseball, football, basketball.

140. Sailing, rowing, swimming.

141. Tennis, handball, paddle-tennis

142. Fishing, hunting, archery, marksmanship

143. Horseback riding

144. Bowling

145. Any other ATHLETIC related activity (specify)

D. Do you participate in or have a strong interest in COLLECTING activities, such as:

146. Stamps

147. Coins

148. Antiques

149. Souvenirs

150. Firearms

151. Any other COLLECTION related activity (specify)

E. Do you participate in or have a strong interest in ANIMAL CARE & TRAINING activities, such as:

- 152. Cats
- 153. Dogs
- 154. Horses
- 155. Birds
- 156. Farm Animals
- 157. Any other ANIMAL CARE & TRAINING activity (specify).

F. Do you participate in or have a strong interest in LEISURE activities, such as:

- 158. Vacation travel
- 159. Playing board games, like chess, checkers, Monopoly, etc.
- 160. Playing card games
- 161. Gambling
- 162. Entertaining in your home
- 163. Attending movies
- 164. Watching TV
- 165. Reading
- 166. Club organization activities
- 167. Doing things or participating together as a family.
- 168. Any other MISCELLANEOUS LEISURE activities (specify).

- 168 ↗
- 169 (a) Of those activities you have indicated you participate in or have a strong interest in, can you identify the three most important in order of importance?

- (b) Are you interested in obtaining additional or continuing information about these or any others you mentioned an interest in -- information such as how to perform the activity better, or how to understand or appreciate it better or just general information about it?

If yes, specify which activities.

170. In the past, where have you usually or most often obtained information about activity identified as most important in # 169 ?
- b) Do you consider this source to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY for information about your favorite leisure activity?
171. [If library not mentioned in 170, ask:] Have you ever tried to get information about this activity at your local public library?
If yes,
Did you consider the library to be EXTREMELY SATISFACTORY, JUST SATISFACTORY, or TO SOME DEGREE UNSATISFACTORY as a source for information about this activity?
- If no, why haven't you tried the library for this type of information?
(Probe for specific answer).

Information Needs IV -- Education

172. Are you currently enrolled in any education program? If yes, what type of program?
- [Answer choices: H.S., Jr. Col., 4 yr. Col, grad/prof., voc/tech, non resident college program, adult educ (non degree candidate), TV courses]
- If yes, continue with questions 173 through 176; if no, skip to 177.
173. (If appropriate) Are you a full or part time student?
174. a) How would you describe the primary purpose for which you are participating in this educational program?
- b) [If to improve job skills], Are you supplementing this formal training with any other skill improvement activity? Specify.
- c) What main skill are you trying to improve?
175. a) What is the primary source of information you are utilizing other than textbooks, to fulfill your academic requirements?
- b) For this purpose, has this source been EXTREMELY SATISFACTORY, JUST SATISFACTORY or TO SOME DEGREE UNSATISFACTORY in meeting your information need?
176. [If library not mentioned], Have you ever tried to obtain information to assist you in your education program from your public library?
- If yes, to what extent were you satisfied? EXTREMELY, JUST OR UNSAT?
- If no, why haven't you tried the library for this information?
(Probe for specific answer)

177. Are you, or have you recently, been engaged in any self-educational activity or other learning or self-study activity?

[Probe: "How about in connection with your work?"]

If yes, continue with questions 178 through 180. If no, skip to 181.

178. How would you describe the primary purpose for which you undertook this self-study?

b) [If to improve job skills] What main skill are you trying to improve?

179. What is the primary source of information you are utilizing to assist you in this self-educational activity?

b) For this purpose, has this source been EXTREMELY SATISFACTORY JUST SATISFACTORY or TO SOME DEGREE UNSATISFACTORY in meeting your information need?

180. [If library not mentioned] Have you ever tried to obtain information to assist you in this self education effort from your public library?

If yes, to what extent-were you satisfied? EXTREMELY, JUST, UNSAT?

If no, why haven't you tried the library for this information?

Information Needs V -- Comparison

We have talked about several types of information needs people have. Here is a summary of the five types: [Hand respondent Answer Choice sheet].

- I. Information to solve specific problems or assist in decision making.
- II. Information to provide background on subjects of general interest.
- III. Information to pursue leisure or recreational activities.
- IV. Information to assist in formal education activities.
- V. Information to assist in self educational activities.

181. In what order of importance to you, would you rank these five types of information needs? That is, which is most important at this time in your life, which second most important, etc.

These last few questions deal with your experience with the public library in your county.

182. When did you last have contact with your local public library -- either the main library or any other facility or equipment it operates? By contact, I mean trying to obtain information or materials either by telephone, mail or in person, or, attending any library sponsored program?

183. [If response to 182 was within past 12 months] About how often during the year do you usually have some contact with the library?

184. a) Please tell me what kinds of printed and non printed materials you recall being available in your public library?

b) What specific services or types of programs or events do you recall being available in or provided by your public library?

185. [For users] As I read the following brief list of materials, services and programs, please tell me which you have personally made use of: (Some of these may not be available in your county library)

- A. Movie projectors
- B. 8 mm film
- C. 16 mm film
- D. Phonograph records
- E. Tape Cassettes
- F. 8 Track Tapes
- G. Books of Fiction to Borrow
- H. Film showings
- I. Reference books
- J. Large Print & Talking Books
- K. Telephone Directories
- L. Magazines
- M. Senior Citizens programs
- N. Government publications
- O. Books of Non Fiction to Borrow
- P. Microfilm
- Q. Adult education courses
- R. Reference Services
- S. Photo copy services
- T. Your Library obtaining books or materials ^{for you} from other librari
- U. Bookmobile
- V. Meeting rooms

186. [To Users, say: I am going to read another list with some of the same items and others. This time, please tell me which items, if any, you would use if they were available in your local public library?] [To Non-Users, say: As I read the following brief list of materials, services and programs, please tell me which items, if any, you might use if they were available in your local library?]

- A. Movie projectors
- B. 8 mm Film
- C. 16 mm film
- D. Phonograph Records
- E. Tape Cassettes
- F. 8 Track Tapes
- G. Lectures on topics of current interest
- H. Film Showings
- I. Musical Events
- J. Forums, or discussions on current social issues, such as drug use, abortion, mental health, consumerism.

- K. Telephone Directories
- L. Home delivery, direct or by mail, of library materials
- M. Senior Citizens Programs
- N. Government Publications
- O. A center of information about the community, including the compiling of information about services and where to go for help.
- P. Microfilm
- Q. Adult education courses
- R. Reference Services
- S. Photo copy services
- T. Your library obtaining books or materials from other libraries
- U. Bookmobile
- V. Meeting rooms
- W. Film Strips
- X. A calendar of community events.
- Y. Any other type of material, service or program you would like to see available at your library. (Specify).

187. What is the one most frequent purpose for which you go to your local library?

b) Are there any other purposes for which you use the library? Specify.

188. From your experiences with the library, how would you rate it as a public service institution?

Always, or nearly always, very satisfactory
 Usually very satisfactory
 Generally satisfactory
 Sometimes unsatisfactory
 Usually unsatisfactory

189. Are your Public library's hours convenient for your use? If not, what additional times would you prefer to see the library open?

190. [For 18 year old and over] Are you reading a particular book -- either in hard cover or paperback -- at the present time?

b) If yes, How did you happen to get that particular book -- did you buy it, borrow it from your public library, get it as a gift, or how?

"I have one additional question that I have saved for last because some people prefer not to answer it. If you don't wish to answer, that is perfectly all right; If you don't mind, however, the information would help us classify our information more clearly.

191. Would you look at this list and tell me which bracket most closely approximates your family's annual income?

How many in your household contribute to this income?

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192. [Interviewer record ethnicity of respondent].

Thank you for answering these questions. You have been very helpful. In case there is anything my supervisor may need to clarify, could you give me your phone number?